

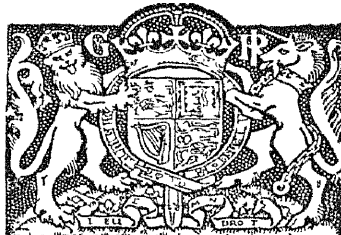
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EDUCATION, INDIA.

EDUCATION IN INDIA

IN

1927-28.



**CALCUTTA GOVERNMENT OF INDIA
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PREFACE.

This report contains statistics for education in British India for the year April 1, 1927, to March 31, 1928, the latest year for which reports from all provinces are available. It gives a brief account of the chief educational developments recorded in the various provincial reports for that year. A much more detailed account of the progress of education in British India in recent years will be found in the quinquennial report on education for the years 1922-27 which was published in September, 1929.

A. H. MACKENZIE,

*Offg. Educational Commissioner
with the Government of India.*

SIMLA :
June, 1930.

EDUCATION IN INDIA

IN 1927-28.

I.—GENERAL SUMMARY.

The year under report has been one of substantial progress. The number of recognised institutions increased by 8,762 and the scholars reading in them by 630,806. The total number of scholars in all kinds of institutions, both recognised and unrecognised, stood at 11,775,222, being nearly five per cent. of the population. The following table gives details:—

Institutions and Scholars.

Types of Institutions.	No. of Institutions.		No. of Scholars.	
	1928.	1927.	1928.	1927.
Universities	15	14	7,562	7,053
Arts Colleges	236	232	65,952	65,250
Professional Colleges	71	77	17,162	17,616
High Schools	2,759	2,687	828,854	794,201
Middle Schools	9,240	8,651	1,173,700	1,059,866
Primary Schools	197,299	189,348	8,712,968	8,256,760
Special Schools	10,190	10,039	353,958	328,604
Unrecognised Institutions	34,914	35,216	615,066	628,146
TOTAL	254,724	246,264	11,775,222	11,157,496

The figures show a decrease of six in the number of professional colleges and of some 500 students in their enrolment. This decrease, however, is nominal, being due to a change in classification. Actually there was an increase of two professional colleges. The decline of 302 in the number of unrecognised institutions and of over 13,000 in their scholars is not a matter for regret as most of these institutions are inefficient and are merely "venture" schools.

The number of secondary and primary schools was 209,298 and the number of pupils receiving education in these schools and in the school departments of intermediate colleges was 10,720,594. The pupils were distributed over the various stages of instruction as follows:—

Stage of Instruction.	Boys.	Girls.	TOTAL.
High stage	286,426	9,480	295,906
Middle stage	737,764	48,017	785,781
Primary stage	7,816,021	1,822,886	9,638,907
TOTAL	8,840,211	1,880,383	10,720,594

The total expenditure on education from all sources increased by Rs. 1,24,31,247 from Rs. 24,58,47,572 to Rs. 25,82,78,819. Towards this expenditure, government funds contributed 49·0 per cent., district board and municipal funds 14·7 per cent., fees 21·1 per cent., and all other sources 15·2 per cent. The proportion of cost met from government funds varies considerably from province to province; it is highest in the North-West Frontier Province (66·2 per cent.) and lowest in the minor administered areas (20·8 per cent.). The highest figures in other main provinces are:—

	Per cent.
Central Provinces and Berar	59·1
Assam	58·3
United Provinces	58·0

The average annual cost per scholar was Rs. 23 for the whole of British India. The incidence of this cost was as follows:—

	Rs.	A.	P.
Government funds	11	5	7
Local funds	3	6	4
Fees	4	14	1
Other sources	3	8	3

The provincial figures ranged from Rs. 80 in Baluchistan to Rs. 17 in Bengal, Bihar and Orissa and Assam.

A noteworthy feature of the year has been the introduction of a five-year programme for the expansion of education in territories directly administered by the Government of India. Owing to the financial stringency which prevailed in post-war years the Government of India were not in a position to encourage rapid progress in the expansion of education in territories directly administered by them. As soon, however, as the financial outlook improved, they undertook a general survey of the educational activities in the areas under their control with a view to the adoption of measures for the expansion of education. As a result of this survey, a programme of expansion extending over five years with effect from April 1, 1927, has been sanctioned. The total additional expenditure involved amounts to Rs. 29,71,981 non-recurring and Rs. 4,01,309 recurring in 1927-28, rising to Rs. 10,60,091 recurring in 1931-32.

The tables given on the next four pages summarize statistics which are a measure of the year's expansion of education. But the progress of education cannot be judged by statistics. All provinces are endeavouring, according to their means, to improve the quality and character of education and the developments that have taken place in this direction during the year 1927-28 are described briefly in the chapters that follow.

(i) *Number of Institutions.*

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.	Increase (+) or Decrease (-).
Adras	53,627	50,943	+2,684	2,643	2,897	-254	56,270	53,840	+2,430
ombay*	15,452	14,819	+633	1,818	1,437	-119	16,770	16,256	+514
engal	61,786	58,833	+2,953	1,508	1,610	-42	63,354	60,443	+2,911
nited Provinces	23,269	22,068	+1,201	2,578	2,752	-174	25,847	24,820	+1,027
unjab	13,754	13,860	-106	5,306	4,913	+393	19,060	18,773	+287
urma	7,122	* 6,885	+237	18,325	18,449	-124	25,447	25,384	+118
har and Orissa	32,023	31,495	+528	1,773	1,749	+24	33,796	33,244	+552
ntal Provinces and Berar	5,228	5,187	+41	192	235	-43	5,420	5,422	-2
ssam	5,753	5,331	+422	554	437	+117	6,207	5,768	+539
orth-West Frontier Provinces	843	747	+96	275	286	-11	1,118	1,033	+85
ore	113	112	+1	16	6	+10	129	118	+11
ilhi	291	259	+32	64	59	+5	355	319	+37
mer-Mervara	223	198	+25	86	117	-31	309	315	-6
uchistan	99	94	+5	177	219	-42	276	313	-37
agalore	104	101	+3	20	22	-2	124	123	+1
nor Administered Areas	123	116	+7	19	28	-9	142	144	-2
INDIA	219,810	211,048	+8,762	34,914	35,216	-302	254,724	246,264	+8,460

* Figures for Aden are included under Bombay.

(ii) *Number of Scholars.*

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions			Total No. of Scholars in All Institutions.			Percentage of Total Scholars to Population.	
	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.
Madras	2,556,544	2,440,874	+ 145,670	74,128	82,314	-8,186	2,650,672	2,523,188	+ 137,484	6.2	6.0
Bombay*	1,162,578	1,116,270	+ 46,308	32,373	35,158	-2,785	1,194,951	1,151,428	+ 43,523	6.2	6.0
Bengal	2,446,678	2,289,876	+ 156,802	55,034	53,504	+ 1,530	2,501,712	2,343,380	+ 158,332	5.3	5.0
United Provinces	1,368,807	1,280,450	+ 88,357	65,536	68,951	-3,415	1,434,343	1,349,401	+ 84,942	3.2	3.0
Punjab	1,148,508	1,086,067	+ 62,441	99,563	96,649	+ 2,914	1,248,131	1,182,736	+ 65,395	6.0	5.7
Burma	478,441	443,302	+ 35,139	197,441	202,670	-5,229	675,882	645,972	+ 29,910	5.1	4.9
Bihar and Orissa	1,102,471	1,065,496	+ 36,975	44,590	42,998	+ 1,592	1,147,061	1,108,494	+ 38,567	3.4	3.3
Central Provinces and Berar	407,938	391,623	+ 16,315	6,936	7,666	-730	414,874	399,289	+ 15,585	3.0	2.9
Assam	295,541	270,493	+ 25,108	21,540	18,187	+ 3,353	317,081	283,630	+ 33,451	4.0	3.7
North-West Frontier Province, Coorg	70,581	63,076	+ 7,505	6,175	6,642	-467	76,756	69,718	+ 7,038	3.4	3.0
Delhi	9,787	8,921	+ 866	422	194	+ 228	10,209	9,115	+ 1,094	6.7	5.6
Ajmer-Merwara	30,626	24,566	+ 6,060	2,456	2,259	+ 197	33,082	26,825	+ 6,257	6.7	5.5
Baluchistan	13,724	12,273	+ 1,451	4,166	4,991	-825	17,890	17,264	+ 626	3.6	3.3
Bangalore	5,846	5,473	+ 373	2,717	3,322	-605	8,563	8,795	-232	2.0	2.1
Minor Administered Areas	13,915	13,355	+ 560	8.0	947	-147	14,715	14,332	+ 383	12.1	12.0
INDIA	11,160,186	10,529,380	+ 630,806	615,066	628,146	-13,080	11,775,232	11,157,496	+ 617,736	8.4	8.2
										4.8	4.5

* Figures for Aden are included under Bombay.

(iii) *Distribution of Scholars in Recognised Institutions, 1927-28.*

Province.	NO. OF SCHOLARS IN INSTITUTIONS FOR MALES.							NO. OF SCHOLARS IN INSTITUTIONS FOR FEMALES.							
	In Universities.*	In Colleges.	In Professors +	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts.	In Colleges.	In Professors +	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras	...	12,843	2,260	142,697	26,779	2,095,329	23,080	2,302,943	421	49	12,770	5,319	260,779	4,263	283,601
Bombay†	52	7,033	2,526	72,044	23,078	880,497	19,419	1,004,649	...	...	10,688	3,320	141,909	2,012	157,929
Bengal	1,679	20,514	5,547	244,120	138,942	1,498,052	125,914	2,054,168	306	43	10,887	8,683	370,814	1,777	392,510
United Provinces	4,137	6,006	3,227	64,156	81,129	1,099,928	25,339	1,283,322	131	6	5,070	21,940	57,478	878	85,485
Punjab	15	9,728	1,846	116,298	455,845	389,521	191,325	1,054,577	98	32	5,890	17,342	68,529	2,105	93,991
Burma	...	111	40	43,853	192,413	230,967	17,390	426,349	...	...	6,543	13,626	31,106	518	52,092
Bihar and Orissa.	1,575	3,576	960	41,150	68,848	898,471	17,729	1,030,734	7	...	892	3,874	66,291	673	71,737
Central Provinces and Berar.	...	1,557	456	5,237	92,163	277,266	2,158	378,922	...	...	186	5,898	22,338	594	29,016
Assam.	...	1,032	80	16,153	94,167	217,994	5,732	275,098	...	...	1,220	3,262	15,878	83	20,443
North West Frontier Province.	...	426	20	10,341	19,625	32,575	125	63,112	...	...	123	2,612	4,699	35	7,469
Coorg	...	...	...	691	...	8,178	12	8,881	...	...	208	...	698	...	906
Delhi	104	1,109	...	4,368	5,221	12,868	1,597	25,282	42	70	375	1,674	2,942	41	5,344
Ajmer-Merwara	...	148	...	2,774	990	7,602	177	11,691	...	...	207	184	1,633	9	2,033
Baluchistan	...	...	...	1,686	1,343	1,792	13	4,834	...	...	...	819	193	...	1,012
Bangalore	...	229	...	2,101	1,790	4,553	91	8,764	348	...	958	1,066	2,765	54	5,151
Minor Administered Areas.	...	315	...	4,208	1,551	6,720	490	13,254	...	...	710	822	3,250	45	4,827
INDIA	7,562	64,632	16,962	771,927	1,083,981	7,661,667	340,571	9,946,610	1,320	200	56,927	90,411	1,051,301	13,387	1,213,546

* In military teaching universities or teaching departments of other universities (including departments for professional teaching).

† Scholars reading in professional departments of teaching universities are included under "Universities".

‡ Figures for Aden are included under Bombay.

(iv) Expenditure on Education, 1927-28.

Province.	Total Expenditure on Education.			Percentage of Expenditure from				Average Annual Cost Per Scholar to				
	1925.	1927.	Increase (+) or Decrease (-)	Govern- ment Funds.	District Board and Municipal Funds.	Fees.	Other Sources.	Govern- ment Funds.	District Board and Municipal Funds.	Fees.	Other Sources.	TOTAL Cost.
Madras	Rs. 4,78,91,181	Rs. 4,62,72,432	Rs. +26,18,749	46.7	13.5	18.8	21.0	Rs. a. p. 8 10 6	Rs. a. p. 2 8 3	Rs. a. p. 3 7 11	Rs. a. p. 3 14 4	Rs. a. p. 18 9 0
Bombay*	3,91,11,628	3,82,63,286	+8,48,342	51.3	17.6	17.7	13.4	17 4 5	5 14 8	5 15 0	4 8 2	33 10 3
Bengal	4,14,72,735	3,97,76,068	+16,96,667	36.1	6.1	41.2	16.6	6 1 7	1 0 0	6 14 5	2 12 10	16 12 10
United Provinces	3,54,06,431	3,87,79,166	+16,27,235	58.0	12.8	15.0	14.2	14 15 10	3 5 2	3 13 10	3 11 0	25 13 10
Punjab	3,02,10,555	2,87,65,763	+14,44,792	56.3	14.0	18.7	11.0	14 12 11	3 10 10	4 14 9	2 14 4	23 4 10
Burma	2,13,44,539	1,93,83,804	+21,60,535	52.6	17.2	15.8	14.4	24 0 1	7 14 0	7 3 7	6 8 8	45 10 6
Bihar and Orissa	1,85,66,725	1,77,42,059	+9,24,666	37.7	30.0	19.3	13.0	6 6 1	5 1 4	3 4 4	2 3 2	16 14 11
Central Provinces and Berar	1,11,38,879	1,13,63,933	-2,25,054	59.1	21.6	11.7	7.6	16 2 5	5 14 3	3 3 0	2 1 2	27 4 10
Assam	47,12,192	43,84,150	+3,27,972	55.3	12.8	15.5	13.9	9 4 10	2 0 0	2 0 5	2 3 2	15 14 5
North-West Frontier Province	24,12,151	20,76,785	+3,35,366	66.2	11.6	8.8	13.4	23 12 6	4 2 5	3 3 1	4 13 1	35 15 1
Coorg	2,30,400	2,24,953	+5,447	58.7	20.6	17.7	3.0	13 13 4	4 13 5	4 2 6	0 11-5	23 8 8
Delhi	19,35,750	17,05,549	+2,30,231	49.5	12.9	16.7	20.9	31 4 4	8 2 2	10 8 11	13 3 11	63 3 4
Ajmer-Merwara	6,51,764	6,32,906	+18,858	48.0	7.7	23.4	20.9	22 12 6	3 11 2	11 1 3	9 14 11	47 7 10
Baluchistan	4,72,593	4,79,216	-6,623	59.6	13.6	16.3	10.5	48 0 8	10 15 10	13 3 6	8 9 1	80 13 1
Bangalore	8,77,281	8,30,364	+46,917	38.7	5.8	33.3	22.2	29 6 7	4 6 9	25 8 1	16 15 4	76 4 9
Minor Administered Areas	12,44,255	11,67,138	+77,117	20.8	11.1	27.5	40.6	14 4 5	7 9 5	18 14 9	27 14 7	63 11 2
INDIA	25,33,78,519	24,58,47,572	+1,24,31,247	49.0	14.7	21.1	15.2	11 5 7	3 6 4	4 14 1	3 8 3	23 2 3

* Figures for Aden are included under Bombay.

Statistics of Universities in India, 1927-28.

University.	Type.	Date of Founda- tion.	Faculties.*	NO. OF MEMBERS OF TEACHING STAFF.		NO. OF STUDENTS.		No. of Stu- dents who graduated in Arts and Science.	REMARKS.
				In Uni- versity Depart- ments.	In Affi- liated Colleges,†	In Uni- versity Depart- ments.	In Affi- liated Colleges,†		
1	2	3	4	5	6	7	8	9	10
1. Calcutta .	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	303	1,168	1,720	27,390	2,104	The University also awards degrees in Commerce and Teaching (Education).
2. Bombay .	Affiliating and Teaching.	1857	A., Sc., L., M.	4	527	63	11,119	1,005	The University also awards degrees in Commerce, Teaching (Education), Agriculture and Engineering. It was reconstituted in 1928.
3. Madras .	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., F.A., Com.	22	965	92	16,930	2,120	The University also awards titles and degrees in Oriental Learning and a diploma in Economics. It was re- constituted in 1923.
4. Punjab .	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com.	60	765	16	12,679	957	Faculty of Arts includes Teaching (Education). The figure in Col. 7 represents research scholars only and excludes Honours school students enrolled in affiliated colleges.
5. Allahabad .	Unitary	1887	A., Sc., L., Com.	102	..	1,300	..	255	The University was reconstituted in 1921.
6. Benares Hindu.	Unitary	1916	A., Sc., O., Th., L.	173	..	2,192	..	181	The University also awards degrees or diplomas in Engineering and Teach- ing (Education).

* Abbreviations :—A. = Arts ; Ag. = Agriculture ; Com. = Commerce ; Ed. = Education ; Eng. = Engineering ; F. = Forestry ; F. A. = Fine Arts ;
L. = Law ; M. = Medicine ; O. = Oriental Learning ; Sc. = Science ; Th. = Theology.

N. B.—The term Affiliated Colleges in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by a University.

Statistics of Universities in India, 1927-28—contd.

University.	Type.	Date of Founda- tion.	Faculties.*	No. of MEMBERS OF TEACHING STAFF.			No. of STUDENTS.		No. of Stu- dents who graduated in Arts and Science.	REMARKS.
				In Uni- versity Depart- ments.	In Affi- liated Colleges.	In Uni- versity Depart- ments.	In Affi- liated Colleges.†			
1	2	3	4	5	6	7	8	9	10	
7. Mysore†	Teaching	1916	A., Sc., Eng., M.	147	..	1,895	..	223		The University also awards degrees in Commerce and Teaching (Education). It is located in two Centres (Mysore and Bangalore).
8. Patna .	Affiliating	1917	A., Sc., Ed., L., Eng., M.	..	252	..	4,317	362		....
9. Ormania†	Unitary	1918	A., Th., L., M.	70	24	647	163	65		Faculty of Arts includes Science. The figures in Cols. 6 and 8 are for the Intermediate Colleges recognised by the University.
10. Aligarh Mus- lim.	Unitary	1920	A., Sc., L., Ed., Th.	63	44	1,152	1,052	266		There are no Faculties, but there are Departments of Studies in various subjects. The figures in Cols. 6 and 8 are for the Intermediate College of the University.
11. Rangoon	Teaching	1920	A., Sc., M., Eng., F., Ed.	133	11	1,575	113	121		There are no Faculties but there are Boards of studies in various sub-jects. The University manages an Intermediate College at Mandalay, the figures for which are given in Cols. 6 and 8.

12. Lucknow	Unitary	1920	A., Sc., M., L., Com., Ed., O.	105	..	1,530	29	154	The figure in Col. 8 is for the recognised colleges.
13. Dacca	Unitary	1921	A., Sc., L.	100	8	1,473	81	170	The University also awards degrees in Commerce and Teaching (Education). The figure in Col. 7 includes 140 students of the Dacca Medical School who took their Science Course at the University. The Teachers' College, Dacca, which is a Government institution is associated with the University, and figures for it are given in Cols. 6 and 8.
14. Delhi	Teaching	1922	A., Sc., L.	12	78	95	1,187	129	The figures in Cols. 6 and 8 are for the recognised colleges.
15. Nagpur	Affiliating and Teaching.	1923	A., Sc., Ag., Ed., L.	5	112	304	1,453	131	....
16. Andhra	Affiliating	1926	A., Sc., M., Ed., O.	..	£92	..	3,529	315	The figures in Cols. 6 and 8 are for both affiliated and recognised colleges.
17. Agra	Affiliating	1927	A., Sc., Com., L.	..	300	..	1,914	469	....

* Abbreviations:—A. = Arts; Ag. = Agriculture; Com. = Commerce; Ed. = Education; Eng. = Engineering; F. = Forestry; F. A. = Fine Arts; L. = Law; M. = Medicine; O. = Oriental Learning; Sc. = Science; Th. = Theology.

† N. B.—The term Affiliated Colleges in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by a University.

‡ These two Universities are situated in Indian States and are outside British India.

II. UNIVERSITY EDUCATION.

Institutions, students and expenditure.—There were 7,562 students in the teaching departments of the Universities as against 7,053 students in the previous year. The number of arts and professional colleges decreased slightly from 309 to 307 while the number of students reading in them rose from 82,866 to 83,114. The total expenditure on university and collegiate education increased from Rs. 3,22,74,569 to Rs. 3,44,65,676. The statistics of Universities are given in the table on pages 7-9.

The Inter-University Board.—The Allahabad and Lucknow Universities joined the Board, which now includes representatives of all the universities in India. During the year the Board published a handbook of Indian Universities and did much useful work. It stimulated some universities to open classes in French and German. It collected and published in its annual report information of value to the universities and conducted inquiries with a view to securing as far as possible uniformity of practice, co-ordination of effort and joint action by the universities in important matters.

Agra University.—In July 1927, the external side of the Allahabad University was constituted as an affiliating university at Agra. The establishment of the new university recognises that the affiliating type of university cannot yet be abolished in the United Provinces without detriment to higher education. The University will exercise control over the standards of teaching in degree and post-graduate classes only, but the affiliated colleges will be allowed to maintain intermediate classes preparing candidates for the examinations of the Board of High School and Intermediate Education.

Aligarh Muslim University.—The demand for admission was considerably in excess of the accommodation available. Additional hostels are therefore an urgent necessity. The Government of the United Provinces gave the University a grant of Rs. 50,000 recurring for the opening of a Department of Unani Medicine. The outstanding event of the year was the appointment of a Committee of Inquiry, consisting of Sir Ibrahim Rahimtoolah as Chairman and Sir Philip Hartog and Sir George Anderson as members, by Her Highness the Begum of Bhopal, the Chancellor of the University, to examine and report on the working of the University. The inquiries of the Committee revealed grave defects, but they are all of a kind which can be remedied and the University has undertaken the work of reform with energy and determination which inspire confidence for its future.

Allahabad University.—As its external side has been re-constituted as the Agra University, the Allahabad University now functions as a unitary teaching university. The University is gaining a reputation for the amount and value of its research work especially in the Science side where the work of Dr. Saha has gained for him the high distinction of Fellowship of the

Royal Society. Physical training for students has been made compulsory.

Andhra University.—The Academic Council accepted the proposal of a resolution passed by the Senate that there should be separate courses for women alternative to the courses for men. The Syndicate has appointed a committee to give effect to the resolution. On the recommendation of the Academic Council and the Senate, the Syndicate is taking action to introduce compulsory physical training and regular medical inspection of students in all affiliated colleges.

Benares Hindu University.—The University has broken away from the traditions of Indian universities by providing advanced courses which prepare for industrial life. The diploma of the Engineering College is now recognised by employers as a guarantee of a sound training in mechanical and electrical engineering. Seth Ghanshyam Das Birla gave a donation of Rs. 50,000 towards the establishment of a Hindi Publication Board and an endowment of Rs. 50,000 for scholarships for women students. The Government of the United Provinces gave a recurring grant of Rs. 50,000 to enable the University to maintain a Department of Ayurvedic Medicine. The general financial condition of the University continued to be unsatisfactory.

Bombay University.—In 1923-24, 7,532 candidates appeared for the admission examination of the University and 4,362 passed. Of the latter 2,739 joined the first year class of colleges. The number who passed a degree examination four years later (*i.e.*, in 1927-28) was 883. These figures illustrate the statement made by the Hartog Committee that "Indian universities are burdening themselves and are allowing their constituent and affiliated colleges to burden themselves with a very large number of students who have little or no chance of completing a university course successfully". A new University Act was passed. Its chief provisions were to extend the elective principle for the composition of the various bodies of the University and to entrust the academic work to a newly constituted body, the Academic Council. The extension of the elective principle has not been an unmixed blessing as it has "brought into the University many of the evils that appear to be incidental to the elective system".

Calcutta University.—The University of Calcutta continued its work on the lines of previous years under the guidance of Mr. J. N. Sarkar, C.I.E. No decision has yet been arrived at with regard to the question of the reconstitution of the University on the basis of the recommendations of the Sadler Commission. There were 950 students in the post-graduate department.

Dacca University.—The most noteworthy event of the year was the sanction given by the Government of Bengal to the construction of a Muslim Hall at an estimated cost of over Rs. 9 lakhs. Proposals were worked out and submitted to the Government for the establishment of a Department of Botany and

Bacteriology for the purpose of introducing higher instruction in agriculture. A start has been made with the establishment of a University Training Corps which is to consist of a unit of two platoons at Dacca.

Delhi University.—The University was faced with problems of accommodation and finance. Great difficulty was experienced in housing the Law Hall and in making suitable arrangements for the teaching of practical classes in physics and chemistry. Although rigid economy was exercised, the University was, as in the previous year, faced with an excess of expenditure over income. The Government of India appointed a committee to consider (1) the allocation of a permanent site for the University buildings, their character, construction and equipment, and (2) the extent and nature of the assistance which the Governor General in Council might give to the University. Its report was under the consideration of the Government of India at the close of the year.

Lucknow University.—As a result of a policy of retrenchment and of efforts to raise subscriptions the finances of the University are in a satisfactory condition. The amount of research work to the credit of various departments of the University during the year was creditable and the scheme of extension lectures was further developed. All students are now medically examined on admission and physical training is compulsory for all undergraduates.

Madras University.—With the establishment of new departments and the re-organisation of the existing ones the activities of the University for the promotion of advanced studies and research in various branches of learning have been considerably strengthened and enlarged during the year. A scheme of compulsory medical inspection was introduced and the Senate sanctioned funds for putting into effect a scheme for compulsory physical training. The popularity of the University Training Corps is shown by the fact that the number of students who volunteered for enlistment was more than three times the required number of recruits.

Nagpur University.—Sir B. K. Bose was re-elected Vice Chancellor. The buildings were completed during the year and provide a dignified home for the University. The formation of a University Training Corps, consisting of two companies, was sanctioned by the Government of India. The government maintenance grant was reduced from Rs. 50,000 to Rs. 45,000 by a vote of the Legislative Council. "The result of the cut was that the University sports were not held and University extension lectures were not arranged during the year."

Patna University.—The most important development during the year was the opening of the Science College at Patna. The completion of this building provides Patna with modern facilities for university work in science and has set free at the Patna College accommodation which was urgently required to meet the pressing demands for admission to arts courses.

Punjab University.—The Director of Public Instruction comments forcibly on the standard of the matriculation examination which he says “requires considerable overhauling to be effective as an educational test”. The opening of government intermediate colleges has led to an increased demand for degree education at the Government College, Lahore, which had an enrolment of about 900 students in a building which was designed about 50 years ago to accommodate only 300 students. Students show an increasing tendency to proceed to the M.A. or M.Sc. degree. This is said to be largely due to economic reasons as the market value of a B.A. or B.Sc. is now so low “as to offer small inducement to cease education at this stage”. The honours schools of the University continued their activities in scientific, historical and oriental research, but it is reported that the standard of physics, as a whole, is far below what it should be in a university.

Rangoon University.—The public of Burma responded magnificently to an appeal for funds for the University. The amount standing to the credit of the endowment fund at the end of the year was approximately Rs. 48 lakhs. Rapid progress was made with the buildings of the University and at the end of the year residential accommodation for 750 students was ready besides many class rooms, bungalows and administrative offices.

Indian Institute of Science.—The total expenditure of the Indian Institute of Science in 1927-28 was Rs. 5,41,093. The main sources of income were endowments (Rs. 2,82,489) and government grants—Rs. 1,50,000 from the Government of India, Rs. 50,000 from the Government of Mysore and Rs. 20,000 from the Government of Hyderabad. The total number of students was 100 and during the year 20 students obtained appointments, the majority as technical assistants in important firms. The quality of the work done at the Institute is revealed by the fact that staff and students read as many as 43 papers at the Indian Science Congress, Calcutta.

Indian students in Great Britain.—The Education Department of the office of the High Commissioner is, under the administration of Dr. Quayle, doing very valuable work on behalf of Indian students. During the year the officers of the Department interviewed 1,471 students, of whom 313 were formally under the charge of the Department. For the session 1927-28 admission to educational institutions was arranged in 338 cases out of 429 applications. The High Commissioner during the financial year 1927-28 administered £20,000 on behalf of parents and guardians who entrusted students to his charge. A satisfactory feature of the utility of the Department is that students do not merely seek its help on first arrival in England in order to obtain admission to educational institutions but now voluntarily keep in close touch with the Department throughout their period of stay and training in Great Britain. The report on the working of the Department says, “It may fairly be deduced that a good proportion of the

Indian students who come to Europe for further study have received sound instruction in their chosen subjects, and the success which attends them here is thus a tribute to the training which they have received at their Indian universities. The students who distinguish themselves are those who come here knowing exactly what they want to do; they apply themselves assiduously to their task, and having completed it return to their own homes. It is perhaps unnecessary to say that students of this type receive a ready welcome at most of the British universities, and their very successes pave the way for the admission of others". Unfortunately this is not true of all. There are still too many unsatisfactory students—those who proceed to England with little or no idea of what they want to do and those who do not possess the necessary preliminary minimum qualifications for training at a British university. These make what is sometimes called the Indian student problem. The only remedy is for Indian parents or guardians to make the fullest possible inquiries before deciding to send their sons or wards to England. Since 1921-22, when education became a transferred subject, the number of Government scholars in England has increased from 85 to 195. The large increase in the number of the scholars reflects the efforts made by the provincial governments to provide for the development of education.

(a) *Number of University Graduates and Undergraduates.*

Province	Year.	NUMBER OF GRADUATES IN							NUMBER OF UNDERGRADUATES IN					Total.	
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.		Other Faculties.
Madras	1916-17	1 243	184	16	15	107	...	...	...	9,625	259	30	...	...	11,479
	1921-22	1,176	340	44	15	256	...	...	...	8,425	381	144	...	...	10,781
	1926-27	1,027	283	43	23	172	...	20	...	11,566	527	152	...	115	13,941
	1927-28	2,020	313	54	13	261	...	19	...	15,919	629	240	728	...	20,196
Bombay	1916-17	673	158	78	47	32	2630	...	...	4,702	614	189	...	305	6,884
	1921-22	775	303	132	33	29	3146	...	...	4,478	1,349	174	...	315	7,667
	1926-27	1,150	286	215	65	43	5729	...	...	6,743	1,210	303	...	396	10,497
	1927-28	927	398	176	70	42	5741	...	...	6,690	573	305	...	406	9,685
Bengal	1916-17	2 233	488	125	6	50	...	...	...	17,866	984	78	...	...	21,830
	1921-22	2,726	504	148	12	86	...	...	...	16,851	1,667	63	...	257	22,314
	1926-27	2,243	786	263	27	106	61	...	...	24 382	(a)	(a)	...	46	27,917
	1927-28	2 536	591	198	38	132	55	...	...	21,200	(b) 478	208	...	42	25,478
United Provinces	1916-17	675	619	51	..	35	...	11	..	4,537	137	..	...	37	6,132
	1921-22	995	116	11	...	108	...	5	...	1,603	314	94	190	475	7,453
	1926-27	1,644	769	37	81	125	97	...	...	3,685	221	228	316	184	7,492
	1927-28	1,803	769	32	62	149	90 13	6	...	3,883	307	205	308	323	7,965
Punjab	1916-17	612	69	16	..	40	...	14	..	1,362	76	...	625	...	2,800
	1921-22	745	199	56	...	43	...	14	1	1,147	377	...	96	222	5,900
	1926-27	894	176	44	..	69	...	39	...	7,037	555	...	...	160	8,965
	1927-28	951	197	45	..	80	...	16	...	7,575	531	...	...	231	9,656

(a) Information not available. (b) Excludes figures of the Calcutt Medical College.

(a) *Number of University Graduates and Undergraduates—concl'd.*

Province.	Year.	NUMBER OF GRADUATES IN							NUMBER OF UNDERGRADUATES IN					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture. Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Burma	1916-17	53	..	..	..	..	..	..	682	..	..	..	..	735
	1921-22	69	17	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	1,254	65	41	..	8	1,479
	1927-28	125	25	..	..	..	..	..	1,420	68	22	..	11	1,701
Bihar and Orissa	1916-17	232	25	..	..	6	..	..	2,534	..	..	..	..	2,797
	1921-22	265	72	..	..	16	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	3,511	153	71	..	..	4,356
	1927-28	400	257	18	..	6	..	..	3,656	186	97	..	..	4,620
Central Provinces and Berar	1916-17	118	145	..	..	23	..	..	993	..	..	..	..	1,279
	1921-22	77	87	..	..	24	..	..	597	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	1,192	..	..	..	37	1,471
	1927-28	159	96	..	..	20	..	5	1,290	..	..	..	59	1,629
Assam	1916-17	50	3	..	..	..	..	..	740	..	..	..	..	793
	1921-22	119	8	..	..	..	..	..	839	..	..	..	..	906
	1926-27	82	20	..	..	..	..	..	1,040	..	..	..	..	1,142
	1927-28	103	15	..	..	..	..	..	1,029	..	..	..	..	1,147
Delhi	1916-17	27	..	..	..	..	..	..	118	..	..	..	..	145
	1921-22	75	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	1,140	..	..	..	..	1,319
	1927-28	112	51	..	..	..	..	..	1,143	..	..	..	..	1,306
Other Minor Administrations.	1916-17	18	1	..	..	1	..	..	199	..	..	..	..	29
	1921-22	24	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	500	..	..	..	..	586
	1927-28	123	1	1	..	15	..	..	533	..	..	..	..	673
Total of all Provinces	1916-17	5,931	1,722	286	63	294	26	41	43,353	2,100	297	625	342	55,093
	1921-22	6,006	1,946	424	62	562	31	65	43,411	4,173	475	295	1,428	58,879
	1926-27	7,887	2,672	613	196	770	215	79	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	61,293	2,832	1,107	1,036	1,072	84,056

(b) *Number of Undergraduates in institutions controlled by Provincial Boards of Education in 1927.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a) 1,102	...	...	1,102
United Provinces	3,853	...	638	4,491
Ajmer-Merwar (controlled by the U. P. Board)	89	...	...	89

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(C).—Results of Examinations in Arts

Nature of Examination	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allaha- bad	Luck- now.	Benares Hindu.	Agra .
<i>Matriculation.</i>									
Number of candidates . . .	66	...	(a) 8,171	15,370	...	...	...	341	..
„ passes . . .	14	...	(a) 3,177	10,266	...	...	...	187	...
Percentage of passes . . .	21.2	...	(a) 38.88	66.9	...	...	...	54.8	...
<i>Intermediate Arts.</i>									
Number of candidates . . .	(c) 7,344	(c) 2,644	1,708	3,666	...	...	...	216	...
„ passes . . .	(c) 2,632	(c) 811	737	1,861	...	...	...	143	...
Percentage of passes . . .	(c) 35.8	(c) 30.7	43.14	50.8	...	...	...	66.2	...
<i>Intermediate Science.</i>									
Number of candidates . . .	(e)	...	940	3,647	...	...	...	155	...
„ passes . . .	(e)	...	502	1,962	...	...	...	82	..
Percentage of passes . . .	(e)	...	53.40	54.03	...	...	...	52.9	...
<i>Bachelor of Arts (Honours).</i>									
Number of candidates . . .	213	...	433	519	49	...	16	10	...
„ passes . . .	170	...	347	395	30	...	14	3	..
Percentage of passes . . .	79.8	...	80.13	76.1	61.2	...	87.5	30.0	...
<i>Bachelor of Arts (Pass).</i>									
Number of candidates . . .	(d)	1,017	681	2,871	130	240	180	207	453
„ passes . . .	1,941	380	280	1,102	(f) 62	173	106	121	240
Percentage of passes . . .	...	37.4	41.11	38.6	47.7	73.0	59.88	58.0	52.9
<i>Bachelor of Science (Honours).</i>									
Number of candidates . . .	(b)	...	...	252	34	9	9	8	...
„ passes . . .		...	...	169	17	(f) 8	8	3	...
Percentage of passes . . .		...	...	67.06	50.0	88.9	88.88	37.5	...
<i>Bachelor of Science (Pass).</i>									
Number of candidates . . .	...	...	361	969	93	110	35	92	116
„ passes . . .	...	...	220	408	(f) 61	76	22	60	101
Percentage of passes . . .	...	...	60.94	42.1	65.6	69.1	62.86	64.0	87.07
<i>Master of Arts.</i>									
Number of candidates . . .	97	...	91	395	59	71	48	42	101
„ passes . . .	50	...	61	282	51	53	48	39	93
Percentage of passes . . .	51.6	...	67.03	71.3	86.1	74.7	100	92.8	92.08
<i>Master of Science.</i>									
Number of candidates . . .	(b)	...	22	215	20	35	24	19	22
„ passes . . .		...	19	116	16	32	24	16	21
Percentage of passes . . .		...	86.36	53.9	80.0	91.0	100	84.0	95.5

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination

(b) No

(c) Includes figures for

(d) The number cannot be stated as the candidates may at their

(e) Figure included under

(f) Includes Honours students securing Pas

and Science of Indian Universities.

Alicarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania.	Total.	Nature of Examination.
365	14,570	...	...	3,889	...	...	649	43,421	<i>Matriculation.</i> Number of candidates.
196	8,030	...	...	1,513	...	...	185	23,568	„ passes.
53.6	55.1	...	...	38.9	...	...	28.5	54.28	Percentage of passes.
547	1,912	256	(c) 554	1,152	265	...	196	20,480	<i>Intermediate Arts.</i> Number of candidates.
318	916	155	(c) 216	425	154	...	104	8,472	„ passes.
58.1	47.9	60.5	(c) 88.99	36.9	58.1	...	53.1	41.37	Percentage of passes
208	1,243	188	(e)	415	191	...	...	6,937	<i>Intermediate Science.</i> Number of candidates.
100	503	65	(e)	161	113	...	...	3,488	„ passes.
48.0	40.5	47.1	(e)	38.8	59.2	...	...	50.28	Percentage of passes.
3	320	41	15	118	...	...	...	1,740	<i>Bachelor of Arts (Honours).</i> Number of candidates.
3	117	30	15	50	...	...	...	1,174	„ passes.
100	36.6	73.2	53.3	42.2	...	...	...	67.47	Percentage of passes.
274	1,441	151	100	812	221	(d)	168	8,946	<i>Bachelor of Arts (Pass).</i> Number of candidates.
216	677	75	68	343	91	154	65	6,094	„ passes
78.8	47.0	49.6	68.0	42.2	41.1	...	38.7	68.12	Percentage of passes.
...	30	3	19	9	...	...	...	373	<i>Bachelor of Science (Honours).</i> Number of candidates.
..	13	1	13	4	...	...	...	236	„ passes
...	43.3	33.3	68.42	44.4	...	...	...	63.27	Percentage of passes.
68	177	49	50	91	65	(d)	...	2,276	<i>Bachelor of Science (Pass).</i> Number of candidates.
34	91	27	25	33	40	74	...	1,272	„ passes.
50.0	51.4	55.1	50.0	36.8	61.5	...	...	55.89	Percentage of passes.
103	155	31	1	64	27	32	6	1,223	<i>Master of Arts.</i> Number of candidates.
59	72	16	1	44	22	21	4	916	„ passes.
57.2	46.5	51.6	100	68.9	81.4	65.6	66.7	69.24	Percentage of passes.
9	47	...	3	10	8	...	...	434	<i>Master of Science.</i> Number of candidates.
5	39	...	3	6	6	...	...	303	„ passes.
55.5	88.0	...	100	60.0	75.0	...	...	69.82	Percentage of passes.

is held by special Board constituted jointly by the University and Government.
examination.

Intermediate Science.

option take the examination as a whole or appear by parts separately.

Intermediate Arts.

Degree.

*(d) Results of examinations conducted by Provincial Boards of Education,
1928.*

Nature of Examination.	Madras S. S. L. C. Board	Dacca Inter- mediate and Second- ary Board.	United Provinces High School and Inter- mediate Board.	Burma English and A. V. and Second- ary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.
<i>High School or Leaving certificate.</i>						
Number of candidates .	6,226	340	7,030	2,226	1,474	433
„ passes .	2,133	254	3,900	831	686	257
Percentage of passes .	34.3	74.7	55.5	37.3	46.54	59.4
<i>Intermediate Arts.</i>						
Number of candidates .	...	(a)296	(c)2,361	...	...	...
„ passes .	...	129	(c)1,310	...	...	...
Percentage of passes .	...	43.6	55.5	...	...	...
<i>Intermediate Science.</i>						
Number of candidates .	...	(b)178	31	...	...	...
„ passes .	...	97	12	...	...	...
Percentage of passes .	...	54.5	38.7	...	...	...

(a) Excludes 17 candidates (of whom 33 passed) in Intermediate examination in Islamic studies.
(b) Excludes 31 and 25 candidates in Intermediate examination in dyeing and in commerce, respectively, of whom 11 passed in each subject.
(c) Includes figures for Intermediate Science in the United Provinces.

III. SECONDARY EDUCATION.

Statistics.—The number of secondary schools increased from 11,338 to 11,991 and the number of scholars reading in them from 1,854,067 to 2,002,554. The total expenditure on secondary education rose from Rs. 6,79,76,249 to Rs. 7,22,31,893. Towards the increase of 148,487 scholars the Punjab contributed 63,173. This large increase is a result of the policy adopted in the Punjab of raising primary schools to the lower middle school level and includes many pupils who previously were classed as “primary”. The advance of vernacular secondary education in the Punjab leads to the hope that, if the financial situation does not become increasingly more stringent, the lower middle school may become the elementary school of the province in a few years.

Intermediate colleges.—The only two provinces which have attempted to adopt whole-heartedly the recommendations of the Calcutta University Commission regarding the establishment of intermediate colleges are the United Provinces and the Punjab. In the United Provinces the opposition to intermediate colleges has almost died down with the establishment of the Agra University. There are now 20 of these colleges, excluding the intermediate classes in degree colleges. The initial handicap of lack of funds under which they started has been the cause of disappointment to their supporters and of premature condemnation by the opponents of the system. The improvements now being effected will enable these colleges to play an increasingly important part in the development of an efficient system of higher education. In the Punjab also there are 20 of these colleges. They are well distributed throughout the province and have served a two-fold purpose; they have made intermediate education both popular and economical and have lessened the strain on the intermediate classes in the Lahore colleges.

High schools.—Some high schools are good and many are bad; the majority are indifferent. The Bombay report says that the student of a high school “is generally not trained to think or do anything for himself” and that “a large proportion of those who pass the matriculation examination are unfit for higher studies”. In Bengal “the condition of secondary education continues unsatisfactory”. The Punjab is reported to be “behind the times” in anglo-vernacular education owing mainly to the low standard of the matriculation examination. In Burma, out of the 2,000 candidates who appeared at the anglo-vernacular high school examination only 710 passed and of these only 400 were considered by the University to be fit for matriculation. The report of the Central Provinces complains of “the lack of driving power and the lack of thoroughness on the part of teachers” and says, “Many teachers seem unable to exact an adequate amount of individual work from pupils. They do their oral class teaching and then leave the pupils to work or not to work as they please”. But the better schools are striving to improve methods of teaching.

In the Punjab "masters are experimenting more than they used to, and there is a feeling abroad that teaching must be made more interesting and that the outlook of pupils must be broadened". In some Bombay schools good work has been done in the teaching of English by the direct method. In Bengal and Assam the Dalton plan is said to be working successfully in some schools. In the United Provinces "a hopeful sign is that managers and headmasters have become alive to the necessity of libraries well equipped with modern books". One of the chief weaknesses of the high school is the laxity with which pupils are promoted from class to class. In the North-West Frontier Province and in two divisions of the Punjab an attempt is made to meet this evil by an external examination at the end of the middle section. In Bihar and Orissa and in Assam pupils who attend English middle schools have to pass a public examination before they can be admitted to high schools. In both provinces the Education Department advocate the extension of the examination to high schools on the grounds that it "will have a very desirable effect in raising the general standard of the upper classes of high schools and in stopping at the middle stage those boys who are obviously wasting time and energy in further study in a high school".

Teachers.—There are many good teachers who are a credit to the profession but the average standard of professional ability is not high. The Bombay report says, "The non-government schools are largely staffed by temporary men with little knowledge of the art of teaching and with little interest in their work". This is too sweeping a statement to apply generally but the conditions of service in many non-government schools are such that the teachers become discontented and disheartened. The Punjab report says, "Most of our inspectors quote cases of hardship in the lot of teachers employed in private schools. Occasionally their salaries are not paid for months on end; salaries are not incremental; there is no real security of tenure". In aided schools in the United Provinces favouritism, low rates of pay and lack of future prospects are said to be the chief reasons for the low proportion of trained men on the staff. In Bihar and Orissa it is reported that "the managing committees of private schools continue at times to appoint teachers for reasons other than their academic qualifications or teaching ability".

Discipline.—It has been said that the Indian school-boy is docile and easily amenable to discipline. The result is that discipline is at its best of the passive sort and is dependent too much on the personality of the headmaster and the freedom allowed to him in matters of school administration. There are indications, however, that the spread of the boy-scout movement, better organisation of games and physical training and the inclusion in the curriculum of subjects with a non-literary bias are tending slowly to create an active sense of discipline among scholars. Bombay has abandoned direct moral instruction, because it is now "generally considered that decent behaviour and right conduct can be more suitably taught by

example and by words of advice as the occasion arises". Managing bodies and teachers do not always set a good example. In the Punjab the rivalry between schools in the same locality has led managers and masters to resort to "the most undignified means of attracting pupils" which must necessarily react upon the discipline of schools. In the United Provinces "while discipline among scholars (of middle vernacular schools) has been reported to be satisfactory in all divisions, reports from three divisions mention a general decline in discipline among teachers; all three of them attribute the deterioration in discipline to favouritism and patronage of individual teachers by chairmen or members of the boards".

Hostels.—Hostel life, by its regularity of meals, study, exercise and general habits provides a valuable disciplinary training. The Punjab report says that parents do not take full advantage of hostels mainly because of pecuniary considerations. But the hostels are unattractive. "Life in them is dreary and there is insufficient contact between the superintendent and his pupils. The importance of appointing a superintendent of influence and striking personality has not been grasped in the past." In the Bombay Presidency government hostels are only about half full, chiefly because of an increase in the number of communal hostels and of the existence in some towns of private "hotels" which owe their popularity to their cheapness and to their immunity from control. In the United Provinces the majority of non-government institutions "have no hostels of their own and the boarders live in rented or borrowed buildings, ill-ventilated, insanitary and situated in congested parts of the town".

Physical training.—In most provinces increased attention is being given to physical training. In the Punjab a special course has been instituted at the Central Training College for physical training supervisors. These supervisors are mostly graduates and trained teachers. They will be posted to intermediate colleges and training institutions but will also conduct courses for drill instructors and village school masters in their neighbourhood. In the United Provinces a beginning towards a better organisation of physical education has been made by the appointment of a Superintendent of Physical Training at the Training College, Allahabad, and two State scholars have been sent for training to the College of Physical Training and Hygiene, Dunfermline, Scotland. In the Central Provinces the appointment of a Superintendent of Physical Education was made during the year. Both in Madras and Bombay special committees have been appointed to inquire into the physical training of scholars. In Bombay a noticeable development is a tendency in favour of indigenous games. The Education Department of Burma propose to train two Burmese graduates at the Y. M. C. A. School of Physical Education at Madras and to appoint them on the completion of their training as assistant directors of physical training.

Medical inspection.—Several provinces are experimenting with schemes of medical inspection of schools. The main defects of systems of medical inspection in India are that inspection is not followed up sufficiently by treatment and parents do not co-operate. In the United Provinces “almost all the medical officers complain of the apathy of parents in the matter of the health of their children. Their advice to parents for the medical treatment of the pupils is generally disregarded”. In the Central Provinces “defects are brought to the notice of guardians and proper remedies are suggested” but “unfortunately it is difficult to induce guardians to co-operate in the matter”. In the Punjab the organisation of the system of medical inspection has been improved but it is reported that the following up of the inspection by treatment often leaves much to be desired. “Parents are sometimes not anxious for their children to have the treatment, and in some cases the hospital authorities find the handling of the large number of school boys troublesome.” The medical inspection of pupils in Assam is reported to be “somewhat cursory”. In Burma medical inspection is compulsory in all government schools. A few medical officers have reported that parents are beginning to realise the value of such inspection and are getting their children properly treated. One medical officer arranged for parents to be present at the time of inspection and so succeeded in enlisting their interest and co-operation.

Medium of instruction.—The movement for making the vernacular languages the media of instruction and examination in high school classes is spreading. In Madras, nineteen schools, against nine in the previous year, used the vernacular as the medium of instruction and examination in the higher forms. In Bombay the University now allows candidates the option of answering in the vernaculars the papers in the classical Indian languages and in history. It is reported that in consequence students have made better progress in these subjects. The Board of Intermediate and Secondary Education, Dacca, has made a similar concession in history and geography. Inspectors in the United Provinces have reported a deterioration in the knowledge of English on the part of scholars and “the use of a strange mixture of English and vernacular which passes for Hindustani in the class rooms”. The only remedy for deterioration in the standard of English is the appointment of well qualified teachers of English. The “strange mixture” will probably continue to be used as the vernacular medium until suitable text books in the vernaculars become available.

Manual training.—The introduction of manual training in the curriculum of secondary schools is to be welcomed as counteracting their literary character. In Bengal many high and middle English schools under private management are said to have added to their curriculum courses of instruction in metal work, carpentry, weaving and agriculture. In the Central Provinces there were seventeen centres for manual training and in Bihar and Orissa there

were twelve. In the Punjab the subject is most popular in the Ambala division where about 4,000 pupils attend the manual training centres every week. But many parents and teachers take a wrong view of the subject; they regard it as vocational in purpose whereas its aim is to develop skill of hand and eye, especially in boys who do not take readily to book-learning, and to train them to persistent effort; although the subject also tends to predispose boys to industrial life. In the United Provinces the teaching of the subject has been extended to vernacular middle schools.

Agriculture in vernacular secondary schools.—In the Punjab there are seven farms attached to high schools and 136 farms and gardens attached to vernacular middle schools. These farms and gardens are intended primarily to keep village boys in touch with manual work on the land, to afford facilities for instruction in the practice of agriculture, in the use of agricultural implements and in the growing of crops. Incidentally the farms may be used also to demonstrate to pupils and their parents the value of improved methods of agriculture and of better varieties of seeds. In the United Provinces there are 28 agricultural classes attached to vernacular middle schools. These were not popular in the beginning. The reasons were distaste of high caste pupils for manual occupations and the preference of clever boys for ‘soft jobs’ as teachers or clerks. But initial difficulties are being overcome and, although it is premature to pronounce judgment, the scheme promises to be successful. In the Bombay Presidency 64 vernacular upper primary schools (which correspond to vernacular middle schools in other provinces) adopted an “agricultural bias” curriculum which included courses in field work and in village carpentry and smithy. The main object of these schools is to provide a form of education which will fit boys for village life. They are reported to be very successful.

English in vernacular secondary schools.—One of the objects of introducing agriculture in vernacular secondary schools is to keep educated country boys on the land. The introduction of English in these schools is having an opposite effect in the Bombay Presidency, where it is reported that “a boy who has studied English is not prepared to work on the land”. In the Central Provinces the increasing tendency for pupils to use middle vernacular schools which teach English as avenues of approach to high schools has given rise to grave anxiety. In Bihar and Orissa some district boards have converted their middle vernacular schools into middle English schools. This is unfortunate as the training given in the middle English school is based on urban not rural requirements. The report of the United Provinces, in which the number of English classes in middle vernacular schools has increased during the year from 74 to 113, says, “There is not a sufficient supply of trained English teachers to meet the demands of the boards. The pay offered is too meagre to obtain and retain the services of competent trained teachers of English, who are mostly city bred men and are reluctant to work in the small towns in which

middle vernacular schools are located. It is therefore not surprising that the quality of teaching in English should be generally unsatisfactory. But in some schools, where trained teachers are employed, the quality of teaching in English is superior to that in many anglo-vernacular schools". In the Punjab it is reported that the standard of the teaching of English, as judged by examination results, in middle vernacular schools compares favourably with that in anglo-vernacular schools.

IV. PRIMARY EDUCATION (BOYS).

Statistics.—The number of primary schools for boys increased by 5,982 and the number of pupils attending them by 371,121. The largest increases of pupils were in Madras (108,684), Bengal (98,517) and the United Provinces (60,876). Including boys in the primary departments of secondary schools the increase of pupils receiving primary education in Bengal amounted to 107,664. In referring to this increase the Director of Public Instruction says, "This large increase of nearly 7 per cent. in a single year would appear to indicate that the masses are at last beginning to take a real interest in the education of their children. If immediate action is now taken both by passing the Primary Education Bill as well as by intensive propaganda, it would not be at all unreasonable to look forward to the enforcement of compulsory education throughout Bengal within the next ten years". The only province in which there was a decrease in the number of pupils was the Punjab, where the enrolment in primary schools was 3,667 less than in the previous year. The decrease in the Punjab figures is due to the conversion of 404 primary schools into lower middle schools; the boys in the primary classes of the schools thus converted are classed as secondary school boys.

Administration.—Increased control by local bodies over primary education has in some provinces led to deterioration. In Bombay the control of primary education has been transferred almost entirely to local boards. Such evidence as is available shows that since the transfer there has been a considerable decline in the efficiency of primary education. The report from Bihar and Orissa says that some local bodies are reluctant to carry out government instructions on educational matters and "instances have occurred of the appointment of teachers for reasons other than their educational qualifications and of their transfer as a reward or punishment in a connexion other than educational". In the Central Provinces "members of local authorities and school committees have, generally speaking, taken little interest in education". On the other hand in Madras there is evidence of public spirit; panchayats have found from their own resources funds for new buildings, for extra remuneration for teachers and for additional equipment for schools. The hopes of Bengal were centred on the new Bill, which aimed at transferring all the powers of District Boards in the matter of primary education

to school boards which were to have the power of levying a cess for education. Unfortunately this Bill has not yet been passed. In the United Provinces a Bill transferring the powers of district boards to Education Committees was passed.

Duration of school life.—All provincial reports refer to the concentration of children in the lower classes of schools. A measure of the resulting waste of educational effort is obtained by comparing the number of pupils reading in any class with the number of pupils who read in the next lower class in the previous year. The following table gives the facts:—

Class.	* Number of pupils in 1926-27.	* Number of pupils in 1927-28.	Wastage.
I	5,281,964	5,406,913	...
II	1,639,053	1,858,236	3,423,728
III	1,131,626	1,243,619	395,434
IV	767,921	803,155	328,471
Total	8,820,564	9,311,923	...

* These figures are for both boys' and girls' schools; separate figures for boys schools are not available.

This table shows that out of nearly 5,300,000 pupils reading in class I in 1926-27, less than 1,900,000 were reading in class II in 1927-28; out of nearly 1,640,000 pupils reading in class II in 1926-27 less than 1,250,000 were reading in class III in 1927-28; out of nearly 1,130,000 pupils reading in class III in 1926-27, about 800,000 were reading in class IV in 1927-28. The wastage is not quite as large as the figures would appear to indicate, as the enrolment of class I includes not only the pupils who are expecting promotion in the month succeeding the collection of the statistics but also the pupils who have only recently been admitted to the schools. But the figures show that there is much waste of money and effort on elementary education in India. Improved methods of teaching in infant classes, the regulation of admissions into classes at fixed times in the year and the combination, wherever possible, of small schools with only one teacher into central schools with two or more teachers will help greatly to promote a flow of pupils to the higher classes. but no remedy short of compulsion will enable the majority of schools to hold their pupils to the end of the primary stage.

Compulsory education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced:—

Province.	Acts.	AREAS UNDER "COMPULSION."	
		Municipal and Urban Areas.	District Board and Rural Areas.
Madras . . .	Elementary Education Act, 1920.	23	5
Bombay . . .	Primary Education (District Municipalities) Act, 1918.	4	...
	City of Bombay Primary Education Act, 1920.	1	..
	Primary Education Act, 1923	2	...
Bengal . . .	Primary Education Act, 1919	1	...
United Provinces .	Primary Education Act, 1919	29	...
	District Boards Primary Education Act, 1926.	...	...
Punjab . . .	Primary Education Act, 1919	55	1,633*
Bihar and Orissa .	Primary Education Act, 1919	1	4
Central Provinces and Berar.	Primary Education Act, 1920	4	162
Assam . . .	Primary Education Act, 1925	...	...
Delhi . . .	(Punjab Act applied—1925) .	1	2
	Total .	121	1,806

NOTE.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

* Individual school areas.

The Punjab has set an example to other provinces in the application of compulsion to rural areas and at the end of the year there were 1,633 rural school areas under compulsion. But the Director says, "This is, however, by no means a sufficiently satisfactory advance and the distribution of compulsory areas is also still very uneven; but fortunately some of the backward districts seem to have realised the great importance of compulsion and are forging ahead with great alacrity. If for nothing

else, at least for preventing the serious wastage in the progress of children from the infant class to the end of the primary school course a much more rapid expansion of primary education is an urgent necessity". Compulsory education schemes are not always successful in practice. In the Central Provinces some boards applied the Act so leniently that prosecutions were not undertaken, with the result that attendance in schools within the compulsory area actually declined and in Bihar and Orissa some local authorities are reported "to have undertaken the task somewhat lightly". Burma now seems to be falling into line with other provinces in the matter of compulsion. The Director says, "It is too often assumed that no measure for compulsory education is worth trying until schools and children can be provided for all the children in the country. A much less ambitious measure would check the wastage. A Bill which would empower Local Education Authorities, including Deputy Commissioners in backward areas, to enforce school attendance in the areas served by the schools and would also encourage its enforcement in wider areas, when funds are available, was drafted during the year under report and is under the consideration of Government". On the other hand the Assam report says, "It is a waste of time and money to introduce compulsion while we are still so far short of meeting existing demands, unless by the introduction of the element of compulsion we imply that the local bodies will raise funds by a general education cess to enable them to satisfy those demands. The opening of new schools compulsorily and the compulsion of more pupils to attend them can well await the day when the existing schools, recognised and venture, are fully staffed and equipped".

Teachers.—The report of the United Provinces mentions "irregularity in attendance and unpunctuality of the teachers and their frequent transfers, especially during elections" as some of the causes of inefficiency of primary schools. The report of the Central Provinces comments on "the growing tendency on the part of teachers to seize the opportunity of local elections to secure their own advancement", and says that this tendency is now showing itself "by way of some teachers allying themselves with one or other of the parties that comprise local bodies". In the Assam Valley Division of Assam schools are understaffed; it appears from the figures that there are teachers attempting to cope single-handed with 70 or 80 children. In the Punjab it has not been possible to keep pace with the ever increasing demand for more trained men owing chiefly to the "somewhat indiscriminate multiplication of branch schools in recent years". The Burma report strikes a more cheerful note by referring to many teachers' conferences which have been held by inspectors and deputy inspectors up and down the country. The largest was held at Rangoon; it was attended by "not less than 500 people" and lasted four days. The report of the United Provinces also refers to teachers' conferences at which the inspector or the assist-

ant inspector gives model lessons and holds discussions on methods of teaching and on school management.

Buildings.—In every province the provision of buildings for new schools is a serious financial problem. The local boards have not got the necessary funds for the purpose and although large grants have been given in some provinces by Government these are quite inadequate. In the Punjab about half the district board primary schools are without suitable buildings of their own. Schools under private management are generally miserably housed; this is true also of a large number of municipal board schools. In Assam “the expenditure during the year on village school buildings and equipment was totally inadequate”. The United Provinces report says, “Mention was made in the last report of the deplorable state of primary school buildings. Inspectors’ reports reveal no marked improvement in the state of affairs since the year”. The boards have not in all cases used to good advantage the grants which they have received from Government for school buildings. In the Central Provinces, buildings “too hot for summer and too weak for storms” have been erected and “a large proportion of the allotment goes as profits to the contractors”. In Bihar and Orissa, “materials have been bought in many cases and are lying at site, but either no contractor has been found to make use of them or the co-operation of the villagers and the small contribution in land and money required of them are wanting”. On the other hand it is reported from Assam that the immigrant Muhammadans “spend ungrudgingly and lavishly on buildings” and that the Kacharis “are very forward in constructing decent buildings”. In the Bombay Presidency Sir Purshottamdas Thakordas gave a sum of Rs. 71,000 for school buildings. The funds are controlled by a central committee composed of the inspector, a representative of the district board and two nominees of Sir Purshottamdas. The building is in each case constructed by a local committee composed of three persons appointed from among the people of the village. The work is carried out according to a plan supplied by the central committee. An essential feature of the scheme is that the villagers shall contribute at least one-third of the cost in each case. The scheme is reported to be very successful.

Adult schools.—The Punjab continues to show by far the largest figures for these schools, namely, 3,338 schools with 90,834 pupils. “The number of adults who pass the literacy test every year is steadily increasing. Another pleasing feature is the fact that adult schools for women are also now springing up in various districts.” In the United Provinces some progress in adult education is being made with the co-operation of the Registrar of Co-operative Societies, who says, “As a result of the experience gained from the working of some adult schools for about a year we realise that these institutions must be developed not so much as schools but as educative clubs or young men’s institutions; they have to become the centres of the communal life of the villages”

Our first need is to have capable teachers The next important factor is constant supervision . . . The great thing to avoid is to let our enthusiasm run away with us and keep on starting schools which we are not able to look after adequately". In Bihar and Orissa there were 739 night schools with 15,741 pupils. "In many districts less than half the pupils are adults and some of them should be attending day schools and the general opinion is that as at present conducted they are unpopular and unsuccessful." In Bengal there were 228 continuation schools with 6,047 pupils but only some of these schools were for adults. In Assam there are 111 night schools which are said to be doing good work "although they are run under very disadvantageous circumstances with regard to light and accommodation".

V. THE EDUCATION OF GIRLS.

Enrolment.—The number of recognised institutions for girls rose from 28,001 to 30,003 and their enrolment from 1,118,547 to 1,213,546. Of the total of 1,213,546 pupils in girls' schools 46,855 were boys while 733,199 girls were reading in boys' schools. Thus the total number of girls reading in recognised institutions was 1,899,890, representing an increase of 158,379 over the total for the previous year. This increase was made up of 101,563 girls reading in girls' schools and 56,716 girls reading in boys' schools. The total number of girls in all kinds of institutions, both recognised and unrecognised, was 1,996,445—about 1·7 per cent. of the female population as against 1·5 per cent. in the previous year. The corresponding figure for boys is 7·7 per cent.

Of the total of 1,899,890 girls reading in recognised institutions 1,681,414 were reading in primary schools. The following figures give the enrolment of girls in the first four classes of primary departments of schools.

	No. of girls.
Class I	1,215,822
Class II	313,813
Class III	169,184
Class IV	85,522

These figures show that many girls leave school before they have acquired education of any permanent value. The enrolment of girls in high school classes increased by about 1,600 and in intermediate and degree classes by only 819. But it is a striking fact that as many as 70 Indian women (including 21 State scholars) were studying in England during the academic year 1927-28. The High Commissioner reported that tributes to their keenness and enthusiasm were constantly being received.

Co-education.—The following table illustrates the extent of co-education in various institutions:—

Institutions.	No. of boys in girls' institutions.	No. of girls in boys' institutions.
Arts and Professional colleges . . . . .	...	931
High schools	4,976	10,825
Middle schools	7,269	53,080
Primary schools	34,360	664,473
Special schools	250	3,881
Total	46,855	733,199
Unrecognised institutions	5,649	32,992
Grand Total	52,504	766,191

The percentage of girls reading in boys' schools to the total number of girls under instruction was 38·37 as against 38·50 in the preceding year. In the Central Provinces, a sum of Rs. 4,874 was distributed as bonuses to masters in boys' schools for encouraging the attendance of girls and this system is reported to be proving successful. In Burma, most schools are co-educational though public opinion seems on the whole to favour separation of the sexes above the primary stage.

Committees on girls' education.—An all-India Women's Conference on education was held at Delhi and the needs of all parts of India as regards girls' education and higher education for women were discussed. The evil effect of child marriage on girls' education was much emphasised.

The increasing interest taken in girls' education is shown by the efforts now being made by some provinces to overhaul their systems of girls education. In the United Provinces a committee which met in 1927 made recommendations regarding:—

- (1) the principles on which grants should be given to municipal and district boards for the expansion of girls' education,
- (2) the opening of additional schools for girls,
- (3) the extension of facilities for the recruitment and training of teachers in girls' schools,
- (4) the improvement of girls' education generally.

In the Central Provinces a committee was appointed by Government to review the whole field of primary and secondary education for girls. The following were the main recommendations:—

- (1) A non-official publicity organisation should be set up at Nagpur with subsidiary committees at district headquarters and in municipalities to overcome the apathy of the public and to create a demand for girls' education;
- (2) The responsibility for opening new vernacular schools for girls should be transferred from Government to local authorities, who will receive grants-in-aid from Government;
- (3) The curricula of primary and middle schools for girls should be revised, the subjects being divided into three classes—compulsory subjects, optional subjects and extra subjects for study but not for examination;
- (4) Recommendations for an increase in the number of scholarships for girls and for improvement in the pay of teachers in girls' schools.

In Madras an investigation was made into the number of centres with a population of 2,000 and above which had no girls' schools. Government accepted the policy of providing these centres with schools. As a first instalment they sanctioned the opening of 500 new elementary schools involving an annual recurring expenditure of Rs. 1,74,288.

Women teachers.—In some provinces the position regarding the supply of teachers for girls' schools is improving. In the Bombay Presidency "not only is there an adequate supply of qualified teachers but it would be possible to augment very largely the number of trained teachers had not a restriction been imposed for economic reasons on the output of training institutions". In the Punjab the number of applicants for admission to the normal school for women was twice the number of vacancies. In Bihar and Orissa the pay of women teachers in training classes and secondary schools has been increased in order to attract a sufficient number of trained women teachers to these institutions.

Buildings.—In most provinces the education of girls is hampered because of the unsatisfactory manner in which girls' schools are housed. In the Bombay Presidency "very few schools are provided with buildings of their own while a large number of schools meet in unsuitable rented buildings which are often badly lighted and ill-ventilated". In the Punjab "very few girls' primary and middle schools have buildings of their own and those rented or lent are very inconvenient" and "in town schools hundreds of children are crowded into space which would be comfortable for fifty at most". The Inspectress of Girls' Schools, North-West Frontier Province, says "I cannot emphasise too strongly the necessity for providing suitable buildings for the girls.

They need them far more than the boys. The latter have opportunities for fresh air and exercise which the girls shut up in zenanas never get. At present when the girls come to school they move from one zenana to another ”.

Local bodies and girls' education.—From several provinces come complaints of the apathy of local bodies, especially district boards, towards girls' education. In the Punjab “ the attitude of local bodies is so ungenerous to girls' education that rather than undergo all the trouble needed to secure the grants-in-aid recommended by Inspectresses, schools prefer to carry on without them as best they can ” and “ the needs of girls' schools are pushed aside ” in some districts because the boards think they have done their duty when they have spent ten per cent. of their income on education for boys. In the United Provinces “ in some districts the work is well organised but many boards have no sense of responsibility for girls' education ” and it is reported that teachers who hold the vernacular teachers' certificate often find difficulty in getting posts as the boards either cannot or will not pay the salaries to which their higher qualifications entitle them. In Bihar and Orissa it is reported that some of the local boards are very dilatory in paying women teachers.

Zenana education.—In Bengal, there were 54 zenana governesses who taught 1,304 pupils by means of house-to-house visits and by central gatherings. It is reported that constant changes of centres and pupils militate against any real progress. A scheme, based on the Parents' National Union scheme of education in England was tried as an experimental measure at Dacca but it did not prove a success. In Bihar and Orissa, the number of peripatetic teachers fell from 24 to 23 and the number of their pupils from 455 to 438. On the other hand, there was an encouraging increase in the number of *atus** and their pupils, *viz.*, from 30 and 412 to 35 and 860. The three zenana classes at Sylhet in Assam continued their work, though the number of their pupils fell from 131 to 123.

Inspection.—If girls' education is to progress thorough supervision is essential in order to encourage teachers who have not the stimulus of contact with the outer world and to give guidance and help to those whose own knowledge is usually pitifully inadequate. In most provinces there is need for an increase in the number of inspectresses. In the United Provinces each inspectress supervises on an average 130 schools. It is impossible for her to pay even a brief visit to all these in a year. The inspectresses are in most provinces the pioneers of girls' education. Thus in the North-West Frontier Province it is reported that the satisfactory progress made in girls' education is due to the personality and enthusiasm of the Inspectress. It is essential to increase the staff of inspectresses if full advantage is to be taken of the growing public interest in girls' education.

* Indigenous lady teachers.

VI. PROFESSIONAL AND TECHNICAL EDUCATION.

(a) *The Training of Teachers.*

Statistics.—The number of students under training on March 31, 1928, was 29,841 as compared with 27,531 in the previous year. The details are given in the table below :—

	NUMBER OF STUDENTS UNDER TRAINING.			
	IN TRAINING COLLEGES.		IN NORMAL AND TRAINING SCHOOLS.	
	1927.	1928.	1927.	1928.
Men	1,125	1,157	21,352	23,227
Women	132	141	4,922	5,316
Total	1,257	1,298	26,274	28,543

Teachers for Anglo-Vernacular Boys' Schools.—In some provinces the facilities for the training of teachers for anglo-vernacular schools are inadequate. In Bengal the Government maintain two training colleges for the training of secondary school teachers, one at Calcutta and the other at Dacca. The total enrolment was 133. In view of the fact that only 4,157 out of 22,703 teachers in the secondary schools of Bengal are trained there is obviously need of additional facilities there for the training of teachers in secondary schools. Assam has no training college for secondary school teachers. In the United Provinces there is a shortage of trained undergraduates. On the other hand in the Punjab the supply of trained teachers for secondary schools now exceeds the demand. The quality of graduates applying for admission to training colleges is improving. The Punjab report says, "It is sometimes stated that the teaching profession is the last resort of the mediocre, but such a statement is not borne out by an examination of the academical attainments of students now applying for admission to the Central Training College". The Principal reports that "thirteen students with the M.A. degree, three with the M.Sc. degree and several with very high classes in the B.A. and B.Sc. examinations were admitted". As regards the Training College, Allahabad, the United Provinces report says, "Of recent years candidates with superior academic qualifications have been attracted to the college; of the number admitted in 1927, 14 were M.A.'s or M.Sc.'s; one was a first class B.Sc. and 17 were second class B.A.'s or B.Sc.'s". At the Dacca Training College the staff have been doing useful research work. They contributed five papers to the Indian Science Congress and are conducting experiments on the teaching of English

speech and writing and collecting materials with a view to introducing improved methods in the teaching of Sanskrit and Bengali. In Bombay, "it has been recognised, as an ideal at least, that the Secondary Training College exists not only to train teachers but also to undertake experiments into educational problems". That more has not been done in this direction in the past is due partly to the fact that the staff have little time for experimental work and partly to lack of funds. But some experimental work on the teaching of mathematics has been done and in order to make modern methods of education more widely known the staff have undertaken the publication of a series of pamphlets on methods of teaching and school management.

Teachers for Vernacular Boys' Schools.—In all provinces considerable attention is given to the problem of training teachers for vernacular schools. But for lack of funds progress is slow. In Assam the opening of additional training classes is "one of the most urgent educational requirements of the province". But even if additional facilities for training were provided it is doubtful whether teachers would take full advantage of them unless the pay of trained teachers is improved. The Director of Public Instruction, Burma, says that more and better vernacular normal schools are required. Meanwhile most vernacular teachers continue to get from elementary training classes "a training which is inferior but much better than none". In the North-West Frontier Province "the cry of the inspecting officers for more efficient teachers continues". In Bombay Presidency the need for a separate institution situated in a rural area for the training of teachers for rural schools has long been recognised as one of the chief needs of the presidency, but "for various reasons it has hitherto not been found possible to satisfy the need". In Bihar and Orissa the scheme for the reorganization of elementary training schools "is hanging fire for financial reasons; mainly on this ground, too, it has met with some opposition, but inspectors consider the present training to be unsatisfactory and urge that the new scheme be brought into operation at an early date so that the quality of the teaching in primary schools may improve". It is not easy to devise a system of training vernacular teachers which is within the financial resources of the provinces and also efficient. In the United Provinces an attempt to meet the need on economical and efficient lines is being made by the establishment of "central training schools". These prepare candidates, after a one year's course of training, for the primary teachers' certificate examination. Each training school has an enrolment of 32 students. The staff consists of a trained undergraduate headmaster (in government service) and trained vernacular teachers selected by the inspector and lent by the district board. Government bear all the recurring charges of these central training schools. There are at present seven of them, but the expansion of compulsory education will necessitate the opening of at least 40 more. In the Punjab the system whereby vernacular training classes were attached to high schools has not proved a success. The Inspector of Training Institutions says that the system has

resulted in a dissipation of energy and is educationally unsound as " it places the future village school master in a very uncongenial atmosphere ". The view is now generally held that the training units should be detached from high schools and concentrated to form normal schools. The Director of Public Instruction, Central Provinces, says, " Enough has not been done to train students to a sense of their future responsibilities as leaders of thought and pioneers of progress in village communities. The ideal of service to the community should be set before all normal school students so that when they become teachers they can assist or take the lead in all movements to make villagers happier and more prosperous ". Similar views are stressed in the Punjab report which says, " The teacher has to play a diverse rôle to-day. His school is to be looked upon as a centre of enlightenment for the village peasantry and he is to be regarded as their community leader and friendly guide ". Accordingly the pupil teachers of some training institutions have not only been lecturing to villagers on laws of sanitation, health, benefits of co-operation, advantages of scientific farming, etc., but have also opened adult schools and " have even swept village streets and cleaned and cleared the drains ". This is all to the good provided the training institutions do not neglect their main task of imparting to students instruction in methods of teaching and school organization.

Teachers for Girls' Schools.—In most provinces the supply of well-qualified women for the teaching profession is much short of the demand although the position is improving. There is need especially of more Hindu and Muhammadan teachers. There are, however, social and economic influences at work which give some ground for hope that before long well-educated Hindu and Muhammadan girls may take to the teaching profession. In large towns Hindus are gradually freeing themselves from the purdah system and both Hindus and Muhammadans are beginning to recognise the advantages which the teaching profession offers to women. As prejudices die the supply of women teachers for the expansion of girls' high school education will increase and the expansion of high school education will in turn increase the supply of teachers. In the United Provinces there is a training department for women graduates attached to the Isabella Thoburn College, Lucknow, but the enrolment at present is small, partly because there are few recruits available and partly because the demand is limited. On the other hand the demand for admission to the three normal schools for girls exceeds the vacancies and there is pressing need for the opening of at least two more normal schools. In the Punjab a training college for women teachers is required " to provide better qualified mistresses and teachers of domestic science, games mistresses, art and music mistresses and fully trained kindergarten teachers, so that all schools may gradually be able to employ an efficient staff ". As in the United Provinces a hopeful sign is that the number of applicants for admission to vernacular training institutions exceeds the number of vacancies. The Government of the Punjab are over-

coming the difficulty of getting girls to come from villages to the towns for training by starting in rural areas government middle schools with a small training class attached. In the North-West Frontier Province a Government Normal School for Women was opened in June 1927. The students are of varying degrees of attainment "speaking diverse tongues". But all are keen to learn. The number of applications for admission is larger than was anticipated and it is reported that "there are many teachers employed in village schools who are anxious to be trained". The following figures show the annual output of trained women teachers in the various provinces.

Province.	OUTPUT OF TRAINED WOMEN TEACHERS FOR	
	Anglo-vernacular schools.	Vernacular schools.
Madras	193	795
Bombay	6	202
Bengal	23	74
United Provinces	22	90
Punjab	19	191
Burma	3	109
Bihar and Orissa . . . . .	...	83
Central Provinces and Berar . . . . .	..	64
Assam . . . . .	...	15
North West Frontier Province . . . . .	...	14
Delhi . . . . .	...	7
Ajmer-Merwara . . . . .	...	7
Bangalore	6	42
Administered Areas . . . . .	...	56
INDIA	272	1,809

(b) *Other Professional and Technical Institutions.*

The majority of professional and technical institutions, other than those for the training of teachers, are not under the control of provincial departments of education. The information furnished in provincial educational reports regarding these institutions is

therefore incomplete and is mainly statistical. The following table summarises this information:—

Types of Institutions.	1927.		1928.	
	Institutions.	Scholars.	Institutions.	Scholars.
Law colleges and schools .	15	8,213	16	7,732
Medical colleges and schools .	42	9,607	42	9,168
Engineering colleges and schools	17	3,644	18	4,283
Agricultural colleges and schools	22	1,336	21	1,528
Commercial colleges and schools	158	8,221	160	9,150
Forest colleges	2	129	2	138
Veterinary colleges. . . .	3	330	3	378
Technical and Industrial schools	450	24,537	473	26,141
Schools of Art	11	1,964	11	2,094
Total (India) .	720	57,981	746	60,812

VII. EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

Statistics.—The following table gives the figures for European schools in India:—

	No. of Institutions.	No of Scholars.	Total Expenditure.
For males	168	25,098	Rs. 42,87,943
For females	245	29,022	39,38,217
Total .	413	54,120	1,50,31,844*

* Inclusive of Rs. 68,05,284 spent on inspection, buildings and miscellaneous objects

Of the 54,120 scholars in European schools, 10,555 were non-Europeans. The total number of European scholars, including those reading in institutions other than European schools, was 47,533. They were distributed as follows:—

	Males.	Females.
In arts colleges	307	164
In professional colleges	135	112
In secondary and primary schools .	22,822	22,447
In special schools	732	814
TOTAL .	23,996	23,537
	47,532	

The percentage of European and Anglo-Indian scholars to population was 18·36.

The majority of European schools are efficient. All the large schools are boarding schools and are therefore expensive. The following figures give the percentage of expenditure from public funds to total expenditure:—

Province.	Percentage of expenditure on European education borne by public funds.
Madras	35·4
Bombay	33·7
Bengal	26·6
United Provinces	40·4
Punjab	55·4
Burma	27·3
Bihar and Orissa	32·0
Central Provinces and Berar	29·5
Assam	18·1
North-West Frontier Province	37·8
Delhi	49·0
Ajmer-Merwara	20·3
Baluchistan	38·8
Bangalore	32·9
Administered Areas	26·7
India	33·6

A criticism frequently made is that the domiciled European and Anglo-Indian community cease their education at the end of the secondary school stage. As the Bombay report says, "The neglect by Europeans of the examinations of the Indian universities results in their being greatly handicapped in securing employment." Even when they proceed to the University they do not always do as well as might be expected. The Burma Director says, "Anglo-Indians come to our colleges with a distinct advantage as regards familiarity with English; they find things easy at first, but fail later when application is necessary. The recent records of several pupils who came up with brilliant records have been disappointing." On the other hand, the Bengal report is optimistic and speaks of a movement in favour of university education. "This movement", says the Inspector of European Schools, "is undoubtedly due to the extended recognition granted by the Calcutta University to the Cambridge Certificate Examination; and it has been further stimulated by the demand for a university degree from those who propose entering the Civil Services. There is every indication that a new direction has been given to the higher studies of Anglo-Indians and that university qualifications will be more largely sought after than was the case in the past". This movement deserves every encouragement. The Punjab report also strikes a hopeful note and refers to proposals for providing facilities for the higher education of the domiciled community at the Royal

Military School, Sanawar, and the Bishop Cotton School, Simla, in addition to the existing facilities at the Lawrence School at Ghora Gali. In the United Provinces there are four European Intermediate colleges which prepare boys for admission to the degree classes of universities. It has been alleged that the Cambridge Local examinations cut European schools off from the main system of Indian higher education. But it is possible, as in Bengal, the United Provinces and the Punjab, to link up the European school system with the Indian University system. Provincial examinations for European schools have not proved a success. In the Central Provinces the departmental examinations have been abolished in favour of the Cambridge examinations. The Education Department of the Punjab appointed a committee to investigate the relation of the departmental examinations to the Cambridge examinations. The committee has recommended the substitution of the Cambridge certificate examination for the departmental high school examination "but in order to guarantee that pupils receive a broad foundation of learning, certain subjects will be made compulsory". Science and manual training are neglected in European boys' schools, but domestic science has a prominent place in many girls' schools. In Bengal and Burma girls have done better than boys in public examinations. "The boys are worse taught", says the Burma report, "for Anglo-Indian men rarely take to teaching and do not consider preliminary training necessary". An important development in Madras has been the amalgamation of three schools—the Bishop Corrie High School, the Doveton Boys High School and the St. Mark's School, Georgetown.

VIII. EDUCATION OF MUHAMMADANS.

Statistics.—The number of Muhammadan scholars in various institutions during 1927 and 1928 was as follows:—

Institutions.	NUMBER OF MUHAMMADAN SCHOLARS ON MARCH 31.			
	* 1927.	1928.		
		Males.	Females.	Total.
Arts Colleges†	8,456	8,448	35	8,483
Professional Colleges†	2,331	2,344	9	2,353
Secondary and Primary Schools	2,437,373	2,166,798	439,846	2,606,644
Special Schools	141,676	156,771	1,325	158,096
Unrecognised Institutions	231,273	168,281	76,735	235,016
Total	2,821,109	2,502,642	507,950	3,010,592
Percentage to population	4·7	8·0	1·8	5·0

* Separate figures for male and female scholars are not available for the year 1926-27

† Students in teaching departments of the universities are shown under colleges.

These figures show satisfactory progress. In 1922-23 the number of Muhammadan scholars was 2.1 millions. Thus within a period of six years the number of Muhammadan scholars has increased by nearly one million and the percentage to population has consequently been raised from 3.6 to 5.0. This is a notable achievement. It is also significant that the percentage of Muhammadan scholars to population was 8.0 in the case of boys and 1.8 in the case of girls whereas the corresponding figures for scholars of all communities taken together were 7.7 and 1.66 respectively. The majority of Muhammadan pupils, however, are reading in the elementary classes and the community is still backward in higher education. As remarked by the Director in Bengal, "action is obviously necessary in the direction of encouraging Muhammadan boys to remain on at school in the top four classes of high schools, so that more Muhammadans may be available year after year for passing on to increase the all too small number of Muslim students in colleges".

Provincial Developments.—In *Madras*, as a result of the recommendations of a committee appointed to report on Moplah education, compulsory education for Moplah pupils has been introduced in several areas and two junior deputy inspectors were appointed during the year, in addition to the special assistant to the district educational officer, Malabar, to supervise Moplah education. In the *Bombay Presidency* Muhammadans are now taking more advantage than formerly of the facilities provided for higher and secondary education. They are assisted to do so by a liberal provision of scholarships provided by Government and from private sources and by special concessions. In government secondary schools 15 per cent. of the places are reserved for Muhammadans and 22½ per cent. of the Muhammadan pupils in each school are given free education. But the Director says that Muhammadan pupils are handicapped by their late start in education, which is due to the fact that it is a common practice for Muhammadan boys to attend a Quran school before they begin their secular education. In *Sind* there has been in recent years a great awakening amongst Muhammadans and the community are now making earnest efforts to recover the ground they have lost. As a result of the increased prosperity which is expected to follow the completion of the Sukkur Barrage there will probably be a demand for boys with a secondary education. The Director thinks that for Muhammadan boys especially there will be openings because it may be said of Muhammadans that "a knowledge of English does not necessarily make a man disinclined for manual labour". The aloofness of Muhammadans from the general scheme of secular education has for many years been one of the most serious obstacles to the educational progress of *Bengal*. The Board of Secondary Education, *Dacca*, has set itself to bring the Madrasahs within the general educational system by devising courses which will combine general training with special Islamic subjects and the Quran schools are gradually adopting a secular curriculum. In the *Calcutta*

Madrasah a revised course of studies, involving additional staff, scholarships and stipends has been introduced. In secondary schools Muhammadan pupils enjoy special concessions—reservation of places in government and aided schools, the grant of special scholarships and stipends and free studentships to the extent of fifteen per cent. of the enrolment of Muhammadan boys. The Dacca University received some generous donations for the grant of scholarships and stipends to students of the Muslim Hall. In the *Punjab* the total number of Muhammadan pupils exceeds the combined total for Hindus and Sikhs by over 20,000. But the advantage has been won in the primary stage of education; at the high school and university stages Muhammadans are behind Hindus. The facilities provided in the Punjab for English education in rural areas by the introduction of optional English in vernacular schools has been a boon to Muhammadan agriculturists, the majority of whom cannot afford to send their children to high schools. In the *United Provinces*, maktabs enjoy popularity “because they offer religious instruction and provide a living to local maulvies”. But Islamia schools are making no progress partly because of the apathy of district boards and partly because of their inferiority to ordinary schools. The need for a greater infusion of Muhammadan teachers in the staff employed by district board is emphasised in the *United Provinces* report, which says, “The boards will be hastening the advent of the desirable consummation of an ordinary mixed primary school for all classes of the community if they put forth special efforts to obtain and appoint a larger proportion of Muslim teachers in their schools”. In the *North-West Frontier Province* a programme for the expansion of education in the tribal territories has been formulated. It aims at doubling the present expenditure in five years and includes provision for raising the anglo-vernacular middle school at Parachinar to the high school stage “in fulfilment of a promise made to the local inhabitants by the late Lord Minto” in 1908. The benefits of education are being appreciated even in outlying districts of the Frontier and it is interesting to note that in the Islamia College and collegiate school at Peshawar there are as many as 36 students who came from over the border. The Principal of the Islamia College says that the needs of the college are many and urgent for “the college is now like a growing youth whose clothes have become too small for him”. In *Bihar and Orissa* the question of improving the finances of madrasahs by charging fees was considered. The decision was left to the managing committees and “it is significant that some of these favoured the practice on the ground that it would result in parents sending their children to school more regularly”. In *Assam* good progress was made; the percentage increase of Muhammadan pupils during the year was 15·9 as against 9·8 for all pupils.

Language Problems.—There has been a great development in the use of Urdu by the Muhammadan community in the *Bombay Presidency* during the last fifteen years. The development has been

purposive and is a symptom of the strengthening of the Islamic spirit throughout the community. The local vernacular is commonly used, especially in Gujarat, by many of the Muhammadans who have chosen that their children should be educated through the medium of Urdu. Urdu is popular, partly because it is written in the Persian script and partly because the ideas contained in the text books which are written in the local vernacular do not appeal to Muhammadans. On the other hand there can be no doubt that Muhammadan pupils are handicapped by the necessity imposed on them of learning two vernaculars. In Burma there are similar difficulties. The mother tongue of the Muhammadan population in Burma is Burmese but Muhammadans have demanded instruction also in Urdu. Directions were issued during the year that the teaching of Burmese should be compulsory wherever Burmese is the mother tongue. The retention of Urdu as a second language for Muhammadan children is demanded by the community on the ground that their religious books are written in Urdu. The Director says, "The production of Muhammadan religious books in Burmese may help, and wealthy Muhammadans could hardly find a better means of serving their religion and enlightening their community. The problem is still far from solved, but the Muhammadan has made a great stride if he has begun to realize the prime necessity of using the mother tongue as the main medium of instruction".

IX. EDUCATION OF THE DEPRESSED CLASSES.

Statistics.—The number of depressed class pupils under instruction in the seven major provinces was as follows:—

Province.	NUMBER OF PUPILS ON MARCH 31.		Increase or Decrease.
	1927.	1928.	
Madras	273,926	292,540	+ 18,614
Bombay	60,260	61,650	+ 1,490
Bengal	344,179	367,910	+ 23,731
United Provinces	94,669	104,181	+ 9,512
Punjab	19,502	26,731	+ 7,229
Bihar and Orissa	25,006	25,608	+ 602
Central Provinces and Berar	34,531	40,848	+ 6,317
Total	852,073	919,568	+ 67,495

There are no depressed classes in Burma, while in Assam it is not possible to distinguish these classes from the aboriginal and hill

tribes. Figures for minor provinces and administered areas are not readily available. The increase of 7.9 per cent. in the number of pupils compares favourably with the percentage (5.5) for pupils of all communities taken together. But the number of depressed class pupils under instruction in 1927-28 was only three per cent. of the population, as against 4.76 per cent. for pupils of all communities.

The education of the depressed classes has received special attention in all the provinces. In *Madras*, the policy that all publicly managed schools should be accessible to the depressed classes has been continued and, in 1927-28, 111 schools held in *agraharams*, *chavadies*, etc., from which the depressed class children were excluded, were removed to places accessible to them. One hundred and twenty-eight schools located in private rented buildings were also removed to suitable ones and 55 schools were constructed during the year in places accessible to the depressed classes. Of 16,419 schools under public management, 14,287 are accessible to the children of depressed classes, while in 6,421 such children are admitted freely. The total number of Adi-Dravida and Adi-Andhra scholars in ordinary public schools rose from 228,511 to 241,682, i.e., by 5.75 per cent. The Madras Labour Department has continued its activities in providing special facilities for the spread of education among the depressed classes. The number of elementary schools, including night schools, started by this Department in the sixteen districts where the labour staff is working was 1,178 up to the end of the year under report. The Department also maintains hostels and awards boarding grants to pupils and stipends for teachers in training. During the year, 610 educational, 110 industrial and 10 commercial scholarships were granted to pupils of the depressed classes. In the *Bombay Presidency* there were 555 special primary schools for depressed classes, with 19,262 pupils in them. The Director supports the view that the maintenance of special schools is not in the interests of the community, as being calculated to stereotype and perpetuate the conditions of untouchability from which the depressed classes are seeking to escape, but he is not in favour of closing all the special schools immediately. He, however, thinks that by securing the attendance of depressed class children in the ordinary schools "not only is the prejudice against them gradually diminished but by their receiving education with the more advanced castes they will be more likely to progress". Among the backward classes in *Bengal*, the Mahishyas, Namasudras and Pods appear to be making steady progress in education. Non-official bodies—missionary societies, the Hindu Relief Society, the Society for the Improvement of Backward Classes and the Boards of Sonthal Education—are doing excellent work in maintaining and aiding schools for the depressed classes and aborigines. In the *United Provinces* the number of special institutions for depressed classes and their enrolment increased from 814 and 22,926 respectively to 869 and 27,020 respectively. The majority of pupils, however, were receiving instruction in the ordinary schools. On the recommendation of a committee appointed to enquire into and

report on the state of primary education of boys of educationally backward communities, which submitted its report early in 1927, additions have been made to the district board education rules to the effect that in areas occupied by members of the depressed classes the board should establish boards' ordinary primary schools in preference to establishing special schools exclusively for these classes, that the board may appoint a supervisor for depressed class schools, provided that he is fit for the post and belongs to the depressed classes, and that in boards' primary and aided schools established in areas in which these classes are resident the teachers should, as far as possible, be drawn from the depressed classes. Towards the close of the year, an officer was placed on special duty in the *Punjab* to examine the problem and submit definite proposals and suggestions for the consideration of Government. Meanwhile special measures have been taken for the encouragement of education amongst the depressed classes, as a result of which the number of pupils in all kinds of educational institutions has increased from 8,042 in 1923 to 26,731 in 1928. This large increase has occurred mainly in ordinary schools. Members of the depressed community possessing the requisite qualifications are now freely admitted to normal schools. During the year, six members of the depressed community were trained as junior vernacular teachers and two as senior vernacular teachers. In *Bihar and Orissa*, the number of special schools for untouchables and their enrolment increased from 222 and 5,633 respectively to 233 and 5,989 respectively. While it is said that caste prejudice is gradually breaking down in the Orissa division as a whole, "it is still strong in some parts, boys of the untouchable castes having to sit apart in many of the ordinary schools and outside the school altogether when it is held in a private *baithaka* or temple". But Government have taken special measures to help the depressed classes. They have appointed temporarily a special inspecting staff consisting of one senior and two junior officers to stimulate education amongst these classes. In the *Central Provinces* the total number of pupils belonging to the depressed classes increased by 171 only. In the Nerbudda circle the number who complete the primary course is small, "owing to the apathy of parents, need for earning money, lazy habits of mind and body and neglect by teachers". The last factor operates powerfully to discourage attendance; we are told that "there are still many schools where boys are seated separately from other pupils; sometimes they are not given anything to sit on while others sit on tatpatties". Conditions are much better in the Nagpur circle where "the children of these classes sit and mix freely with those of other castes". The general impression which the provincial reports give is that there are economic, social, political and religious influences at work making for the uplift of the depressed classes. There are indications that they are becoming conscious of the value of their services to the community and consequently have rights which they can assert. Social reformers, from humanitarian motives, are at work among them. Political organisations now make the uplift of

the depressed classes a plank in their programmes and religious bodies are striving to bring these classes within their fold. With all these influences at work there is good hope for the future.

X. MISCELLANEOUS.

Education in legislative bodies.—Both the central and provincial legislatures continued to evince a keen interest in all matters relating to education. In *Madras*, a resolution was moved recommending that “ independent medical practitioners be appointed to teach physiology and hygiene and to take charge of medical inspection and physical training in all schools and colleges maintained by Government and local bodies ” but it was withdrawn on the Minister giving an assurance that the matter would be investigated by the Director of Public Instruction. The Legislative Council of *Bengal* accepted a resolution to the effect that steps should be taken “ to approach the Government of India for securing the proceeds of the export duty on jute for the province of Bengal to be utilized for the purpose of agriculture and sanitary improvement and free compulsory primary education in the province ”. Another resolution asked that the budget provision for direct grants to non-government secondary schools for Europeans and Anglo-Indians should be refused, but it was withdrawn. In the *United Provinces*, the attitude of the Council was one of vigilant sympathy. Among the important matters raised by members during the debates were girls’ education and grants to the Benares Hindu and Aligarh Muslim Universities. The Government promised to give a high place to girls’ education in the list of educational demands and to consider the possibility of making additional grants to the two universities. Other matters brought under criticism or review were university and intermediate education. The attitude of the *Punjab* Council also has been encouraging towards education in general and that of girls in particular. In regard to the latter, a resolution was passed to the effect that all additional funds available for education should be spent on girls’ schools. In *Bihar and Orissa*, three resolutions concerning educational matters were discussed. One of these, recommending Government to take steps to make arrangements for the military training of students of all secondary schools, was adopted but Government were unable to accept it. The other two resolutions were withdrawn: one of them related to a revision of courses of study and to the curtailment of the period of school education, while the other recommended that no restrictions should be imposed on local bodies as regards the number of upper primary schools to be maintained by them. It is reported from *Bombay* that “ education bulks larger than any other subject in the questions asked in the Legislative Council ” but that these questions were “ mostly of petty, personal and local importance ”. In February 1928, a resolution to the effect that directions be issued to all provincial Governments to provide special facilities for the education of the untouchables and other depressed classes was accepted by the Legislative Assembly.

The Chiefs' Colleges.—There are five chiefs' colleges for the sons and relatives of Indian princes and noblemen. They are conducted on English public school lines. Their enrolment during the year was as follows:—

Mayo College, Ajmer	108
Aitchison College, Lahore	110
Daly College, Indore	69
Rajkumar College, Rajkot	44
Rajkumar College, Raipur	50
	<hr/>
	381

These colleges prepare candidates mainly for the Diploma Examination of the Government of India. Of the 22 candidates who appeared at the examination, sixteen passed, five of whom obtained "distinction" marks in one or more subjects. The Mayo College also prepares candidates for the Higher Diploma Examination. The total number of boys in the post-diploma classes was ten. Five candidates appeared for the Higher Diploma Examination of whom four were successful.

Boy Scouts and Girl Guides.—All provinces report a rapid expansion of the boy scout movement during the year. The *Punjab* report says that it "is probable that this great institution is the most powerful influence for good in our schools"; *Bombay* says that the scouts are "the pioneers of social work in Ahmedabad" and rendered valuable assistance to the Gujarat flood relief committee; *Madras* reports that "scouting has spread to every corner of the province and there is enthusiasm for the movement throughout the presidency"; in the *North-West Frontier Province* there was great keenness and the movement was extended to vernacular schools; in the *United Provinces* "a marked feature during the year was the success of the training camps and the enthusiasm of the teachers who attended them"; in *Burma* proposals for the extension of scouting to villages were adopted and financed by Government; in the *Central Provinces* an excellent building was constructed from voluntary subscriptions to serve as the headquarters of the Jubbulpore scouts; in *Bihar and Orissa* "good work, including social service at *melas*, is being done"; in *Bengal* "the movement continues to gain in popularity". But there is a tendency to sacrifice quality to quantity. Thus the Burma Director says, "Too many of our troops have existed mainly to wear scouting uniform and turn out for occasional jamborees or entertainments—scouting in Burma will satisfy or disappoint its supporters in proportion to its success in providing boys with a constant ideal of conduct and with regular occupations and interests"; in the *Punjab* it is reported that "mere display is given undue prominence"; in *Bihar and Orissa* "difficulty has been experienced in keeping the true scout spirit alive". These defects are due to the dearth of well-trained scoutmasters.

The girl guide movement is progressing, especially in Madras and the United Provinces. In the latter province Government have helped the Girl Guides Association with a recurring grant of Rs. 5,000 per annum. The Association was thus able to obtain the services of a trainer from England and her appointment has been fully justified by the results achieved. In all provinces the main obstacle in the way of expansion, apart from the usual difficulties attendant on girls' education generally, is the want of suitable guiders. As the Burma report says, "It is often difficult to get any one outside the school to help, and when a school mistress who has been trained for the work is transferred it is impossible to replace her".

Education of defectives.—The provision made for the education of deaf-mute and blind children in the different provinces is indicated in the following table:—

Province.	No. of Schools.		No. of Pupils.		
	For deaf-mutes.	For the blind.	Deaf-mutes.	Blind.	Total.
Madras	3	3	164	100	264
Bombay	4	3	145	126	271
Bengal	6	1	197	76	273
Punjab . . . .	...	1	...	25	25
Burma . . . .	...	2	...	48	48
Bihar and Orissa . .	...	2	...	69	69
Central Provinces and Berar	1	...	20	...	20
Total .	14	12	526	444	970

In addition to the schools included in the above table there are a school for the deaf and dumb in Burma, a school for defectives in the Punjab and a school for the blind in Bombay, about which the provincial reports have not given details. Other schools which may be mentioned are the Children's House at Kurseong, Bengal, and the leper schools at Purulia in Bihar and Orissa, and at Bapatla in Madras. The Kurseong institution, which is intended for physically and mentally deficient European children, had 19 pupils on its rolls. The other two institutions were attended by 148 and five pupils respectively.

Unrecognised Institutions.—The number of unrecognised institutions decreased by 302 from 35,216 to 34,914 and their enrolment by 13,080 from 628,146 to 615,066. Most of these institutions teach only the rudiments of education, combined with some religious

instruction of an elementary nature. More than half of them are located in Burma where almost all are monastic schools. The number of these during the year was 18,325 with an enrolment of 197,441 pupils. The only provinces which recorded an increase in the number of unrecognised schools were the Punjab (393), Bihar and Orissa (24) and Coorg (10). Among the institutions for higher and secondary education, the more prominent are the Indian Women's University at Poona, the Kabindra College, Goila, Bakarganj, and the Santineketan Institution, Bolpur, in the Bengal Presidency, and the Arya Samaj institution at Gurukula and the Muhammadan Madrasah at Deoband in the United Provinces. The number of "national" schools, which are a relic of the non-co-operation movement, is dwindling fast.

A. H. MACKENZIE.

APPENDIX.

General Educational Tables, 1927-28.

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General Summary of Educational Institutions and Scholars.

				Percentage of Scholars to population.			
				Recognized Institutions.		All Institutions.	
				1928.	1927.	1928.	1927.
Area in square miles	1,001,335						
Population --							
Males	127,042,463	Males	7.29	6.91	7.70	7.33	
Females	120,285,483	Females	1.53	1.46	1.66	1.53	
Total	247,327,946	Total	4.51	4.26	4.76	4.51	

Recognized Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1928.	1927.	Increase or decrease.	1928.	1927.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	15	14	+1	(a)7,562	7,053	+509	...
For Males.							
Arts Colleges	217	212	+4	64,632	63,996	+636	(a)21,213 (b)40,952
Professional Colleges	64	70	-6	16,962	17,434	-472	(c)1,705 (a)12,664 (b)2,889
High Schools	2,497	2,444	+53	771,927	744,444	+27,483	(c)576,920 (d)195,007
Middle Schools	8,528	7,929	+599	1,083,289	971,217	+112,072	(c)840,697 (d)742,592
Primary Schools	168,648	162,666	+5,982	7,661,667	7,290,546	+371,121	(d)742,592
Special Schools	9,858	9,711	+147	340,571	316,113	+24,458	(d)742,592
Totals	189,792	183,083	+6,709	9,039,048	9,403,750	+364,702	...
For Females.							
Arts Colleges	19	19	..	1,320	1,254	+66	(a)279 (b)733
Professional Colleges	7	7	...	200	182	+18	(c)1308 (a)149 (b)45
High Schools	262	243	+19	56,927	49,757	+7,170	(c)25,931 (d)30,915
Middle Schools	712	722	-10	90,411	88,649	+1,762	(c)15,511 (d)74,864
Primary Schools	28,631	26,662	+1,969	1,051,301	966,214	+85,087	(d)1,051,301
Special Schools	352	328	+24	13,387	12,491	+896	...
Totals	30,003	28,001	+2,002	1,213,546	1,118,517	+95,029	...
Unrecognized Institutions							
For Males	31,536	32,198	-562	515,854	566,110	-20,256	...
For Females	3,378	3,058	+290	69,212	62,036	+7,176	...
Totals	34,914	35,216	-302	615,066	628,146	-13,080	...
Grand Totals	254,724	246,261	+8,463	11,773,222	11,137,496	+635,726	...

(a) In Graduate and post-graduate classes.

(b) In Intermediate classes.

(c) In Secondary stage.

(d) In Primary stage.

(e) Includes 266 scholars of professional colleges in Burma and 104 Law scholars in Delhi.

Includes 3 scholars in Intermediate classes.

Includes 2 scholars in secondary stage.

Includes 180 scholars in primary stage in Bangalore.

Includes 49 scholars in secondary stage.

Includes 49 scholars in secondary stage.

N. B. 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

N. B. 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stage in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM					COST PER SCHOLAR TO				Total cost per scholar.
1928.	1927.	Increase or decrease.	Govt. funds.	* Local funds.	Fees.	Other sources.	Govt. funds.	* Local funds.	Fees.	Other sources.		
1	2	3	4	5	6	7	8	9	10	11	12	
Rs.	Rs.	Rs.					Rs. a p.	Rs. a p	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Direction and Inspection . . .	1,11,11,840	1,03,02,057	92.6	7.4	..	..	..	..	..	..	..
Universities . . .	1,11,58,956	1,17,68,997	45.4	...	40.8	13.8	..	..	..	..	..
Boards of Secondary and Intermediate Education. . .	2,98,413	2,54,129	18.3	...	81.7	...	..	..	..	..	..
Miscellaneous . . .	5,12,14,579	4,82,98,061	48.9	12.9	12.8	25.4	..	..	..	..	..
TOTALS . . .	7,37,78,288	7,06,18,244	54.8	10.1	15.4	19.7	..	..	..	..	..
Institutions for Males.												
Arts Colleges . . .	1,28,48,219	1,22,73,486	41.8	0.6	43.2	14.4	84 15 2	1 1 8	87 14 7	29 5 8	208 5 1	
Professional Colleges . . .	75,62,826	73,96,426	73.7	2.2	18.9	5.2	82 1 9	9 10 10	82 4 9	22 14 8	436 8 0	
High Schools . . .	4,18,68,131	4,01,55,838	81.9	3.1	50.1	14.9	16 9 6	1 9 10	26 0 7	7 11 5	51 15 4	
Middle Schools . . .	2,11,44,685	1,90,25,234	37.9	24.4	26.1	11.6	7 6 4	4 12 4	5 1 4	2 4 3	19 8 3	
Primary Schools . . .	6,23,70,207	5,92,20,326	52.1	30.1	8.4	9.4	4 3 10	2 7 3	0 10 11	0 12 3	8 2 3	
Special Schools . . .	1,59,73,852	1,51,65,888	67.6	3.9	9.7	13.8	31 11 4	1 13 1	4 9 0	8 13 0	46 14 5	
TOTALS . . .	16,17,62,430	15,32,37,213	46.9	16.1	24.8	12.2	7 9 11	2 9 11	4 0 7	1 15 10	16 4 3	
Institutions for Females.												
Arts Colleges . . .	5,12,865	5,29,573	60.5	0.9	17.6	21.0	263 4 4	3 12 5	76 5 11	91 8 11	494 15 7	
Professional Colleges . . .	2,72,122	2,39,266	83.7	...	9.6	6.7	1,138 7 5	...	130 11 9	91 6 7	1,360 9 9	
High Schools . . .	57,68,418	54,28,733	43.4	1.7	32.7	22.2	43 6 11	1 11 10	32 12 10	22 3 1	100 2 8	
Middle Schools . . .	34,56,659	33,66,409	36.8	13.7	16.0	33.5	14 0 9	5 4 1	6 1 8	12 13 1	98 3 7	
Primary Schools . . .	1,05,01,380	1,03,01,370	44.6	35.7	3.1	16.6	7 3 3	3 9 1	0 4 11	1 19 7	9 15 10	
Special Schools . . .	22,32,657	21,25,644	66.3	2.1	4.4	27.2	110 9 0	3 9 1	7 5 8	45 4 8	166 12 5	
TOTALS . . .	2,27,38,101	2,19,92,115	46.1	19.2	13.1	21.6	8 10 2	3 9 8	2 7 2	4 6 9	18 11 9	
GRAND TOTALS . . .	25,39,78,819	24,38,47,572	49.0	14.7	21.1	15.2	11 5 7	3 6 4	4 14 1	3 8 3	23 2 3	

N. E.—For explanation of certain terms used in the tables please see overleaf.

*Include both District Board and Municipal Funds.

†Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations*.—An “Intermediate college” means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The expenditure on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading “*Hindus*” may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, “Higher castes” and “Depressed” or “Backward classes”, or “Brahmins” and “Non-Brahmins”, etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table IX is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities . . . . .	...	...	...	15	...	15	...	...	...	...	...	...
Boards of Secondary and Intermediate Education	4	...	...	2	...	6	...	...	...	...	...	...
Colleges —												
Arts and Science*	32	1	...	88	14	130	3	...	...	6	1	10
Law	4	...	...	3	7	14	...	...	...	...	...	...
Medicine	7	...	1	1	...	9	...	...	...	1	...	1
Education	14	...	...	1	...	15	2	...	...	3	1	6
Engineering	6	...	...	1	...	7	...	...	...	...	...	...
Agriculture	6	...	...	...	1	7	...	...	...	...	...	...
Commerce	1	...	...	5	1	7	...	...	...	...	...	...
Forestry	2	...	...	...	...	2	...	...	...	...	...	...
Veterinary Science	3	...	...	...	...	3	...	...	...	...	...	...
Intermediate and 2nd grade Colleges	26	...	1	47	13	87	2	...	...	7	...	9
TOTALS	101	1	2	141	36	281	7	...	...	17	2	26
High Schools	317	132	92	1,417	539	2,497	37	...	4	216	5	262
Middle Schools { English	103	351	143	2,113	684	3,394	19	2	12	247	15	295
{ Vernacular	50	3,864	104	1,096	20	5,134	79	30	61	241	6	417
Primary Schools	2,646	54,922	4,226	96,123	10,828	1,68,648	349	3,336	3,292	17,995	3,679	28,651
TOTALS	3,116	59,269	4,565	1,00,652	12,071	1,79,673	484	3,368	3,369	18,699	3,705	29,625
Special Schools:—												
Art	6	...	...	4	1	11	...	...	...	...	...	...
Law	2	...	...	...	...	2	...	...	...	...	...	...
Medical	18	...	...	2	8	28	2	...	...	2	...	4
Normal and Training	415	67	13	44	4	543	90	3	2	83	3	131
Engineering †	9	...	...	1	1	11	...	...	...	...	...	...
Technical and Industrial	119	24	8	212	25	388	5	...	...	73	7	85
Commercial	18	...	1	28	101	148	...	...	...	5	...	5
Agricultural	9	...	1	3	...	13	...	...	...	1	...	1
Reformatory	9	...	...	2	...	11	...	...	...	...	...	...
Schools for Defectives	1	...	...	24	...	25	...	...	...	4	...	4
Schools for Adults	9	2,549	225	1,768	778	5,329	...	4	...	11	...	15
Other Schools	66	21	14	2,539	689	3,329	6	6	1	41	3	57
TOTALS	681	2,661	262	4,627	1,607	9,838	103	13	3	220	15	352
TOTALS FOR RECOGNISED INSTITUTIONS.	3,902	61,931	4,829	1,05,437	13,714	1,89,813	594	3,381	3,372	18,933	3,720	30,003
UNRECOGNISED INSTITUTIONS	...	21	11	114	31,390	31,533	...	1	3	25	3,349	3,378
GRAND TOTALS, ALL INSTITUTIONS.	3,902	61,952	4,840	1,05,551	45,104	2,21,349	594	3,382	3,375	18,961	7,069	33,381

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education, (a)									
Arts and Science (b) & (c).	16,899	14,734	5,229	63	61	58	127	120	26
Law.	1,880	1,487	78	...	...	...	...	...	...
Medicine.	2,384	2,372	925	...	...	...	...	...	...
Education.	1,003	972	820	...	...	...	139	125	92
Engineering.	1,407	1,276	1,068	...	...	...	...	...	...
Agriculture.	876	773	775	...	...	...	...	...	...
Commerce.	271	214	61	...	...	...	...	...	...
Forestry.	123	121	64	...	...	...	...	...	...
Veterinary Science.	378	354	277	...	...	...	...	...	...
TOTALS	25,421	22,303	9,297	63	61	58	266	245	118
School and Special Education.									
In High Schools.	107,096	94,627	13,347	39,759	35,520	1,836	33,198	29,337	979
In Middle English.	16,854	15,202	1,235	50,476	41,716	2,459	25,242	22,028	739
Schools Vernacular.	6,387	5,185	765	562,983	450,697	29,899	13,774	11,412	352
In Primary Schools.	108,636	80,924	246	3,164,885	2,377,607	2,267	510,639	388,485	12
TOTALS	238,973	195,938	15,596	3,818,108	2,905,540	36,461	558,853	451,262	2,082
In Art Schools.	1,859	1,414	96	...	...	...	...	...	...
In Law.	199	107	...	...	...	...	...	...	...
In Medical Schools.	4,119	3,739	1,043	...	...	...	...	...	...
In Normal and Training Schools.	19,781	17,913	13,040	823	795	605	122	111	6
In Engineering Schools.	1,755	1,600	975	...	...	...	...	...	...
In Technical and Industrial Schools.	5,597	6,981	1,419	573	708	65	741	655	40
In Commercial Schools.	335	841	56	...	...	...	18	12	...
In Agricultural Schools.	351	310	246	...	...	...	31	32	...
In Reformatory Schools.	1,511	1,351	1,850	...	...	...	...	...	...
In Schools for Defectives.	25	19	17	...	...	...	...	...	...
In Schools for Adults.	273	227	...	...	...	...	...	...	...
In Other Schools.	5,305	4,296	1,050	71,402	53,340	...	6,408	4,146	...
TOTALS	14,663	38,804	19,292	73,842	55,484	842	8,335	5,790	46
Totals for Recognised Institutions.	309,057	257,045	44,185	3,892,008	2,961,085	37,361	597,454	457,297	2,246
In Unrecognised Institutions.				1,391	415	...	701	436	...
Grand Totals, all Institutions for Males.	309,057	257,045	44,185	3,893,399	2,961,500	37,361	598,155	457,733	2,246

(a) Scholars reading more than one of the following subjects should be entered under only one head.
 (b) Includes 520 scholars also reading Law, and 41 students of Ravenshaw College reading Law only.
 (c) Includes 847 scholars in Oriental Colleges, and 453 Scholars in Oriental departments of Lucknow and the

Banaras Hindu Universities,
 * Includes Survey Schools.

Educational Institutions for Males.

Aided			Unaided.			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
43,889	38,212	15,002	10,852	9,404	2,942	71,830	62,531	23,237	779
3,729	3,552	777	1,924	1,511	498	7,533	6,550	1,353	6
913	908	433	...	...	...	9,636	3,405	1,450	133
165	147	21	...	...	...	1,168	1,119	841	11
657	556	527	...	...	...	2,064	1,832	1,595	...
1,005	...	...	55	49	54	931	822	829	1
15	812	430	202	125	...	1,478	1,151	491	1
...	15	15	...	...	...	138	136	79	...
...	...	...	...	...	...	378	354	277	...
50,373	44,202	17,205	13,083	11,059	3,494	89,136	77,900	30,172	931
454,490	389,686	41,742	137,384	108,155	6,099	771,927	657,325	64,008	10,825
230,752	185,670	11,975	59,595	45,031	1,201	382,919	309,647	17,609	6,814
115,651	114,309	9,779	1,575	1,257	208	700,370	582,860	41,006	46,775
3,561,330	2,896,996	11,024	310,177	243,871	1,610	7,661,667	5,987,883	15,159	604,173
4,362,223	3,586,661	74,520	508,731	398,314	9,118	9,516,883	7,537,715	137,777	728,837
213	137	...	22	10	...	2,094	1,561	96	51
...	...	...	...	...	...	199	107	...	...
306	296	108	737	639	265	5,162	4,674	1,416	95
2,696	2,522	1,197	70	66	54	23,445	21,410	14,902	218
25	23	...	439	400	...	2,219	2,023	975	...
9,769	7,536	3,140	1,838	1,473	27	21,821	17,353	4,691	508
1,699	1,607	68	4,596	3,392	...	7,448	5,555	144	259
161	139	15	...	...	...	546	481	261	...
380	392	350	...	...	...	1,891	1,746	1,730	...
827	630	513	...	...	...	852	649	530	143
46,938	37,421	...	18,586	14,696	...	143,552	109,630	...	401
93,593	76,754	2,047	30,686	23,697	636	131,342	106,219	3,905	2,206
156,807	127,457	7,488	56,924	44,373	982	340,571	271,908	28,650	3,881
4,569,403	3,758,320	99,213	578,688	453,776	19,594	9,946,610	7,887,523	196,599	733,199
3,567	2,704	...	540,195	364,021	979	545,854	367,576	979	32,992
4,572,970	3,761,024	99,213	1,118,883	817,797	14,573	10,492,464	8,255,099	197,578	766,191

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents on approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science (b) . . .	432	375	293	...	...	...	...	...	...
Medicine . . .	48	45	44	...	...	...	...	...	...
Education . . .				...	...	...	...	...	...
TOTALS . . .	480	420	337	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High School's . . .	10,314	8,349	974	195	178	22	500	460	23
„ Middle English . . .	1,991	1,520	68	90	70	...	1,400	1,149	...
„ Schools (Vernacular . . .	10,648	7,509	112	2,154	1,694	58	9,648	7,509	...
„ Primary Schools . . .	22,831	15,664	8	236,833	171,790	...	153,806	106,978	...
TOTALS . . .	45,784	33,042	1,162	239,272	173,732	80	165,354	116,131	23
In Medical Schools . . .	139	145	134	...	...	...	...	...	...
„ Normal and Training Schools . . .	2,609	2,418	1,775	47	48	45	28	27	...
„ Technical and Industrial Schools . . .	408	292	8	...	...	...	...	...	...
„ Commercial Schools . . .	...	...	...	...	...	...	...	...	...
„ Agricultural Schools . . .	...	...	...	...	...	...	...	...	...
„ Schools for Adults . . .	...	...	...	...	...	...	...	...	...
„ Other Schools . . .	137	103	...	79	70	23	...	...	...
TOTALS . . .	3,293	2,958	1,917	263	233	68	28	27	...
TOTALS FOR RECOGNISED INSTITUTIONS	49,557	36,420	3,416	239,555	173,965	148	165,382	116,153	23
IN UNRECOGNISED INSTITUTIONS.									
				34	23		239	152	...
GRAND TOTALS ALL INSTITUTIONS FOR FEMALES	49,557	36,420	3,416	239,589	173,988	148	165,621	116,310	23
GRAND TOTALS ALL INSTITUTIONS — MALES AND FEMALES	353,614	293,465	47,601	4,132,988	3,135,488	37,500	763,776	574,043	2,269

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes nil scholars in Oriental Colleges.

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
835	793	450	53	48	24	1,320	1,216	767	...
70	70	70	...	...	...	70	70	70	...
70	66	64	12	11	6	180	122	114	...
975	929	584	65	59	30	1,520	1,408	951	...
45,301	39,443	18,552	617	463	187	56,927	48,893	14,666	4,976
30,263	25,157	7,267	1,084	845	184	34,828	28,741	7,541	4,275
32,635	26,996	3,185	498	383	128	55,583	44,181	3,483	2,994
5,54,613	4,39,365	9,753	83,218	64,114	74	1,051,301	797,906	9,840	34,380
6,62,812	5,30,961	83,762	85,417	65,805	523	1,198,639	919,671	35,550	46,603
161	160	154	...	...	...	300	305	288	...
2,364	2,223	1,631	60	50	38	5,098	4,766	3,489	...
3,728	3,046	1,116	181	96	22	4,320	3,434	1,146	90
224	189	9	...	...	...	224	189	9	...
51	43	...	...	...	...	51	43	...	...
845	583	...	...	...	...	924	653	...	...
2,014	1,704	271	162	145	...	2,470	2,067	294	160(a)
9,377	7,948	3,181	406	291	60	13,387	11,457	5,226	250
673,164	589,838	37,527	85,888	66,155	613	1,213,546	932,536	41,727	46,855
2,076	1,547	..	66,863	43,921	117	69,212	45,043	117	5,649
675,240	541,385	37,527	152,751	110,076	730	1,282,758	978,179	41,844	52,504
5,248,210	4,302,409	196,740	1,271,634	927,873	15,303	11,775,222	9,283,278	239,422	...

III.A.—Expenditure on Education for Males.
 Expenditure on Buildings includes Rs. 74,95,705 spent by the Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items:—
 Scholarships, Hostel charges and other contingent charges.

	GOVERNMENT INSTITUTIONS.					DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.					TOTALS.	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.
	1	2	3	4	5	6	7	8	9	10	11	12
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities.	26,611	..	..	2,11,573	..	2,38,186	..	..	..	..	..	..
Boards of Intermediate Education.	31,50,885	..	1,080	12,66,716	2,01,603	46,19,984	..	..	..	..	11,000	11,600
Professional Colleges—												
Law	11,934	..	..	1,82,473	118	1,54,535	..	..	1,55,297	34,012	8,466	1,97,775
Medicine	19,74,460	..	..	4,06,469	31,042	24,22,800	..	..	..	..	..	..
Education	8,74,408	1,494	587	943	8,680	8,90,952	..	..	..	..	..	..
Engineering	17,74,411	..	..	1,66,728	2,67,441	15,71,761	..	..	..	..	..	..
Agriculture	7,31,240	..	..	5,391	309	7,80,540	..	..	..	..	..	..
Commerce	25,687	..	..	36,714	18,499	81,100	..	..	..	..	..	..
Forestry	3,10,020	..	..	27,672	..	3,37,692	..	..	..	..	..	..
Veterinary Science	3,98,665	..	..	3,57,008	7,545	13,06,464	4,500	..	4,651	11,931	1,785	21,767
Intermediate Colleges	9,11,911	..	..	..	..	..	4,500	..	1,89,918	45,213	21,451	2,31,142
TOTALS	95,79,147	1,494	1,837	26,69,774	5,26,637	1,27,42,180	4,500	..	..	..	..	..
SCHOOL EDUCATION.												
(<i>continued</i>)												
High Schools	56,73,431	1,316	11,540	30,02,744	29,757	87,18,708	8,04,096	5,35,518	3,59,84	17,10,932	78,738	34,84,213
Middle Schools—												
General	9,52,555	8,100	..	2,91,205	1,902	9,54,062	6,48,395	4,99,768	2,74,106	7,79,530	88,119	22,84,165
Vocational	11,77,835	15,084	8,149	5,732	104	1,83,470	46,00,088	2,73,518	2,55,989	8,13,413	71,990	78,80,438
Primary Schools	..	..	..	5,219	10,724	12,20,561	2,43,47,905	85,88,705	51,61,819	40,93,879	4,73,742	8,39,56,100
TOTALS	76,81,855	24,450	19,709	38,08,706	42,887	1,10,77,101	8,04,91,392	1,13,97,249	60,11,714	43,97,713	6,56,719	5,29,54,821
Special.												
Art Schools	3,69,078	..	..	32,770	14,350	4,16,698	..	..	..	..	..	..
Law Schools	10,9218	..	..	2,80,782	29,574	16,68,536	..	..	..	..	..	..
Medical Schools	36,71,758	35,113	12,532	11,372	11,986	37,42,846	1,24,198	68,732	21,350	75	402	2,14,597
Normal and Training Schools.	6,18,326	12,810	..	84,183	16,909	7,18,576	69,831	71,512	27,991	7,647	31,137	2,01,048
Technical Schools and Industrial Schools	17,08,250	..	..	18,834	1,23,171	18,86,156	..	..	..	..	..	..
Commercial Schools	1,07,564	..	..	54,032	1,615	1,63,211	..	..	..	..	..	..
Agricultural Schools	1,04,547	..	..	4,815	4,673	1,09,332	2,470	..	205	..	..	205
Reformatory Schools	4,04,547	..	..	1,837	6,888	4,11,823	..	..	120	..	..	2,590
Schools for Deaf-mutes	895	..	..	..	2	1,899	..	..	..	..	..	..
Schools for Adults	6,09,791	1,759	..	18,770	11,808	6,51,468	28,780	13,691	19,392	61,281	905	1,18,688
Other Schools	88,82,044	49,772	13,623	4,86,790	2,20,366	96,49,315	3,23,770	1,86,006	92,181	69,003	99,870	7,70,886
TOTALS	2,61,13,546	73,696	34,939	61,57,461	7,88,930	3,34,68,603	3,08,19,662	1,15,83,235	62,63,877	45,11,950	7,78,946	5,31,6,799
GRAND TOTALS												

* Include Survey Schools.

III-A—Expenditure on Education for Males—contd.

AIDED INSTITUTIONS.										RECOGNIZED UNAIDED INSTITUTIONS.							
Government funds.		Royal funds.		Municipal funds.		Fees.		Other sources.		TOTALS.		Fees.		Other sources.		TOTALS.	
13	Rs.	14	Rs.	15	Rs.	16	Rs.	17	Rs.	18	Rs.	19	Rs.	20	Rs.	21	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.																	
Universities	50,71,012	..	..	200	..	45,50,937	..	15,35,907	..	1,11,58,066	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education	99,985	..	..	..	..	28,242	..	..	..	55,227	..	..	..	..	..	..	..
Arts Colleges	14,52,769	20,722	..	39,097	..	81,21,659	..	11,95,544	..	58,80,391	..	8,18,143	..	1,40,649	..	..	..
Professional Colleges —	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law	30,000	..	..	..	..	2,23,571	..	..	..	2,53,771	..	1,60,864	..	..	..	..	..
Medicine	14,500	..	..	..	..	1,14,917	..	..	..	1,28,817	..	..	..	..	..	..	..
Education	18,521	..	..	..	..	25,750	..	..	..	18,521	..	..	..	..	..	..	..
Engineering	32,000	..	..	10,000	..	24,706	..	10,609	..	78,734	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,39,973	..	..	8,100	..	5,99,219	..	3,55,231	..	15,02,573	..	1,40,741	..	2,02,376	..	..	..
TOTALS	72,33,777	21,097	57,997	86,88,401	31,20,566	1,91,21,888	11,83,815	3,90,399	15,24,214	..	..	..	..	..	..	..	..
SCHOOL EDUCATION.																	
General.																	
High Schools	63,15,030	1,18,781	2,18,425	1,19,46,595	46,78,603	2,31,77,434	85,38,052	11,88,700	47,26,752	..	..	..	..	..	..	..	..
Middle Schools —	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English	17,52,033	4,33,063	96,971	29,05,633	1,50,848	70,93,053	5,69,472	4,59,341	10,28,813	..	..	..	..	..	..	..	..
Urdu	90,773	11,83,377	51,524	1,11,526	48,71,029	18,04,908	22,837	..	22,837	..	..	..	..	..	..	..	..
Primary Schools	69,06,104	45,47,065	7,72,431	37,45,196	..	2,09,05,425	3,36,572	5,01,249	8,87,821	..	..	..	..	..	..	..	..
TOTAL	1,51,24,395	62,87,280	14,55,935	1,86,38,948	1,14,15,105	5,29,20,870	44,97,135	21,72,127	66,69,262	..	..	..	..	..	..	..	..
Special.																	
Art Schools	20,880	430	..	2,580	11,294	33,230	241	1,837	2,078	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	..	1,500	780	51,297	..	33,577	58,774	47,199	1,05,973	..	..	..	..	..	..	..	..
Normal and Training Schools	3,42,130	2,536	473	5,477	1,54,533	7,05,163	3,834	..	3,834	..	..	..	..	..	..	..	..
Engineering Schools*	1,200	..	..	3,120	2,601	6,921	23,075	..	23,075	..	..	..	..	..	..	..	..
Technical and Industrial Schools	5,10,080	29,220	21,311	10,66,326	17,84,063	18,04,908	10,211	20,292	23,973	..	..	..	..	..	..	..	..
Commercial Schools	9,239	..	6,245	38,716	32,122	86,323	1,87,878	33,082	30,503	..	..	..	..	..	..	..	..
Agricultural Schools	2,053	600	1,000	..	12,501	10,210	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools	76,553	..	..	..	2,884	1,02,964	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives	52,071	275	16,485	7,193	1,04,618	1,40,587	..	..	..	..	..	..	..	..	..	..	..
Schools for Aids	60,375	1,02,367	8,062	24,850	47,635	1,40,587	..	..	..	..	..	..	..	..	..	..	..
Other schools	5,13,103	..	44,533	3,23,137	7,45,249	17,38,439	1,25,803	12,925	17,787	..	..	..	..	..	..	..	..
TOTALS	15,92,865	1,60,655	1,16,164	5,37,930	21,99,746	46,37,160	4,14,561	4,81,436	8,96,051	..	..	..	..	..	..	..	..
GRAND TOTALS	2,39,50,437	64,69,038	16,80,996	2,79,15,279	1,87,35,418	7,66,99,808	60,45,515	30,44,012	90,89,527	..	..	..	..	..	..	..	..

*Include Survey Schools.

*Include Survey Schools.

III-A.—Expenditure on Education for Males—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,83,200					16,83,200
Inspection	78,81,949	4,43,614	2,78,325	400	1,803	86,11,091
Buildings, etc.	1,04,17,992	34,09,771	11,10,181	3,51,845	58,21,577	2,71,11,846
Miscellaneous	61,11,016	14,68,503	3,77,552	41,20,595	45,98,874	1,66,56,540
TOTAL	3,20,91,247	53,11,888	17,66,038	44,72,340	1,04,17,254	5,40,62,267
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	50,71,912	..	200	45,50,937	15,35,907	1,11,58,956
Boards of Secondary and Intermediate Education	53,596	..	..	2,39,817	..	2,93,413
Arts Colleges	46,12,965	20,722	40,777	52,06,518	15,48,785	1,14,29,787
Professional Colleges—						
Law	41,934	..	..	5,06,913	118	6,08,979
Medicine	19,10,369	..	1,55,297	6,53,708	40,408	26,68,872
Education	8,97,929	1,494	557	8,50,943	8,580	9,09,503
Engineering	11,90,217	375	10,000	1,81,873	2,68,050	16,50,515
Agriculture	7,41,240	..	..	22,531	38,183	8,01,954
Commerce	72,801	..	..	72,147	41,724	1,86,675
Forestry	3,10,020	..	..	..	..	3,10,020
Veterinary Science	3,98,665	..	..	27,652	..	4,26,317
Intermediate Colleges	14,88,777	..	17,675	11,08,190	5,59,770	31,74,421
TOTALS	1,67,99,428	22,501	2,24,506	1,25,31,333	40,11,525	3,36,19,383
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,28,08,857	6,56,405	5,89,869	3,00,98,223	59,53,808	4,01,07,162
Middle Schools—						
English	30,48,201	9,45,576	3,71,077	46,35,849	22,49,990	1,12,50,093
Vernacular	49,64,100	32,57,100	5,94,047	8,73,608	2,05,557	98,94,692
Primary Schools	3,24,91,844	1,28,50,904	59,32,399	52,34,816	58,60,244	6,23,70,207
TOTAL	5,33,13,002	1,77,10,075	74,87,382	3,08,42,496	1,42,68,999	12,36,23,054
<i>Special.</i>						
Art Schools	3,89,958	480	3,000	35,503	27,071	4,57,002
Law Schools . . . . .	..	..	..	10,018	40	10,958
Medical Schools	12,93,219	1,500	1,761	3,29,853	76,773	17,03,106
Normal and Training Schools	41,38,060	1,06,241	34,445	19,745	1,70,745	44,69,266
Engineering Schools	6,19,729	..	..	1,11,278	18,670	7,49,474
Technical and Industrial Schools	22,76,131	1,13,578	62,292	1,80,812	12,40,926	38,73,769
Commercial Schools	1,16,893	..	6,450	2,80,626	71,849	4,76,728
Agricultural Schools	1,07,059	600	1,120	1,845	17,564	1,28,138
Reformatory Schools	4,81,100	..	1,273	3,272	29,150	5,14,787
Schools for Deaf-mutes	58,968	275	10,435	7,193	1,04,615	1,82,426
Schools for Adults	1,45,880	37,342	27,454	23,712	61,515	3,01,903
Other schools	11,77,375	1,36,397	67,786	5,43,441	11,81,806	31,06,755
TOTALS	1,07,99,079	3,96,413	2,21,908	15,54,288	30,01,614	1,59,78,362
GRAND TOTALS	11,30,05,846	2,34,40,967	96,99,904	4,64,00,957	3,17,29,392	22,72,77,066

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 5,84,355 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—

Scholarships, Hostel charges and other Contingent charges.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS												
GOVERNMENT INSTITUTIONS.												
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS	
1	2	3	4	5	6	7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,93,713	..	..	27,440	2,177	2,23,330	..	..	..	..	..	..
..	..	..	..	..	46,506	..	..	..	..	..	..
46,086	..	..	480	..	46,506	..	..	..	..	..	..
21,275	..	..	2,119	..	23,394	..	..	..	..	..	..
2,61,074	..	..	30,039	2,177	2,93,290	..	..	..	..	..	..
SCHOOL EDUCATION.												
General.												
7,49,607	..	..	1,68,093	3,423	9,21,123	15,952	..	37,024	3,536	..	56,511
1,44,766	..	..	12,441	405	1,57,612	7,210	2,924	27,186	6,478	225	44,013
1,76,065	..	..	2,261	7	1,78,333	53,735	19,575	1,97,621	2,848	680	2,73,309
3,61,061	2,291	..	1,041	1,899	3,66,292	28,51,243	9,72,266	18,94,201	7,973	38,968	57,62,851	
14,31,559	2,291	..	1,83,856	5,734	16,23,420	20,27,500	9,94,773	21,56,032	19,924	38,973	61,36,914	
Special.												
97,163	..	..	480	..	97,643	..	12,095	6,167	..	1,848	23,410
8,06,242	1,422	1,514	618	1,562	8,13,358	2,398	..	..	2	..	..
20,720	..	..	..	..	20,720	..	..	..	..	..	..
..	
..	
13,923	..	..	..	..	13,923	2,718	288	..	..	..	288
9,40,043	1,422	1,514	1,098	1,562	9,45,644	6,434	13,283	6,167	2	1,509	27,790	
26,32,691	3,713	1,614	2,14,973	9,473	28,62,354	20,33,694	10,08,058	21,62,209	19,926	40,882	61,64,709	
2,61,13,646	75,666	24,969	64,55,364	7,88,980	3,34,68,605	3,08,19,662	1,15,82,255	62,63,877	45,11,969	7,76,046	5,49,06,759	
2,87,46,327	79,409	36,483	66,70,337	7,98,408	3,63,30,959	3,37,53,296	1,25,91,313	84,26,086	45,31,885	8,18,958	9,01,15,958	
GRAND TOTALS FOR FEMALES.												
GRAND TOTALS FOR MALES.												
GRAND TOTALS FOR ALL.												

III-B.—Expenditure on Education for Females—*contd.*

UNIVERSITY AND INTERMEDIATE EDUCATION.									
Government funds.	Board funds.	Municipal funds.	Fees.	Others sources.	To Aids.	Fees.	Other sources.	TOTALS.	
13	14	15	16	17	18	19	20	21	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
80,324	..	..	50,044	89,196	2,19,564	7,820	3,230	11,050
1,11,318	..	..	21,392	..	1,72,710	..	..	..
30,239	..	..	4,975	..	32,849	..	..	..
50,205	..	..	13,387	..	96,583	..	..	..
TOTALS	3,12,136	4,985	89,098	1,35,731	5,41,063	7,820	3,230	11,060	
SCHOOL EDUCATION.									
General.									
High Schools	17,06,731	2,448	69,398	16,75,380	12,25,171	20,310	34,840	55,150	
Mad Schools	7,01,828	11,470	29,636	4,94,446	7,82,256	20,19,186	32,175	36,914	
English	1,87,625	55,699	1,30,829	29,713	3,31,628	7,35,984	17,697	11,718	
Vernacular	14,70,473	6,01,776	2,79,161	3,08,937	16,70,984	42,25,681	1,31,221	1,46,406	
Primary Schools	40,66,157	6,71,033	4,99,021	25,03,476	39,09,939	1,16,40,629	2,12,233	2,40,188	
TOTALS									
Special.									
Medical Schools	40,497	4,439	1,018	10,127	18,500	75,411	..	8,260	
Normal and Training Schools	3,63,040	548	7,701	3,71,111	2,80,835	6,88,734	906	4,001	
Technical and Industrial Schools	70,287	1,192	6,984	12,469	2,38,624	3,30,003	510	..	
Commercial Schools	14,144	..	..	16,434	2,145	33,023	..	..
Agri-cultural Schools	360	..	..	..	..	300	..	..
Schools for Adults	13,126	31	2,444	4,495	26,042	47,098	..	11,743	
Other schools	31,972	236	1,509	10,136	69,792	1,10,645	3,091	..	
TOTALS	5,33,166	8,846	18,506	92,868	5,83,338	12,35,214	4,507	24,004	
GRAND TOTALS FOR FEMALE									
GRAND TOTAL FOR MALES									
GRAND TOTAL FOR ALL									

III-B.—Expenditure on Education for Females—*concl'd.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTAL.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	7,21,622	10,792	84,545			8,16,959
Buildings, etc.	13,45,946	71,640	85,765	1,17,134	9,58,144	25,78,479
Miscellaneous	11,38,800	57,859	61,227	19,83,919	16,26,409	47,68,214
TOTALS	32,06,368	1,40,841	2,31,337	21,01,053	25,84,553	82,63,052
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,76,037	..	..	85,304	92,603	4,53,944
Professional Colleges—						
Medicine	1,51,318	..	..	21,342	..	1,72,710
Education	76,375	..	..	4,755	18,282	99,412
Intermediate Colleges	71,480	..	4,985	15,506	28,256	1,20,227
TOTALS	5,75,210	..	4,985	1,26,057	1,39,141	8,46,293
SCHOOL EDUCATION.						
General.						
High Schools	24,72,290	2,648	96,422	18,67,318	12,63,484	57,02,112
Middle Schools—						
English	8,53,334	14,404	56,832	5,17,104	8,15,061	22,56,735
Vernacular	4,10,515	75,214	3,28,450	34,833	3,48,912	11,98,924
Primary Schools	46,82,777	15,75,833	21,73,362	3,24,936	17,44,472	1,05,01,380
TOTALS	84,24,916	18,68,099	26,56,066	27,44,191	41,66,879	1,90,59,151
Special.						
Medical Schools	1,37,590	4,439	1,918	10,607	18,500	1,73,054
Normal and Training Schools	11,78,080	14,985	13,382	40,636	2,41,099	14,88,762
Technical and Industrial Schools	91,007	1,592	6,934	13,070	2,42,115	3,54,724
Commercial Schools	14,444	..	..	16,434	2,145	33,023
Agricultural Schools	860	..	..	..	..	360
Schools for Adults	13,414	81	2,444	4,495	26,942	47,326
Other schools	49,643	524	1,509	13,227	75,505	1,40,408
TOTALS	14,80,138	21,551	26,187	98,476	6,06,306	22,32,657
GRAND TOTALS FOR FEMALES	1,86,86,032	18,29,991	29,17,575	50,70,676	74,96,879	3,10,01,753
GRAND TOTALS FOR MALES	11,80,05,846	2,84,40,987	96,99,904	4,94,00,957	8,17,29,392	22,72,77,086
GRAND TOTALS FOR ALL	12,66,92,478	2,52,70,955	1,26,17,479	5,44,71,633	3,02,26,271	25,82,78,819

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muham-madans.	Bud-dhists.	Parsis.	Sikhs.	Others.	Total *
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION .	162,746	1,426,165	83,988,484	31,118,291	5,682,735	46,681	1,345,979	3,186,255	126,957,286
<i>School Education.</i>									
Classes.									
Primary . . . I	6,701	92,008	2,714,203	1,168,263	87,144	1,274	46,410	75,088	4,191,091
II	2,462	36,542	979,099	335,849	82,197	984	28,005	19,285	1,544,423
III	2,314	27,307	744,888	243,802	29,091	836	13,136	13,081	1,074,435
IV	2,513	22,456	523,045	136,377	14,284	824	10,498	7,136	717,633
† Middle . . . V	2,135	18,507	315,394	79,554	8,108	691	8,589	2,023	430,001
VI	2,100	9,309	208,242	49,914	6,923	976	6,705	1,181	280,300
VII	1,717	7,651	156,391	35,796	7,674	886	5,375	760	216,245
VIII	1,286	5,118	108,183	24,708	1,410	757	4,349	533	146,044
† High . . . IX	606	3,072	72,376	13,739	1,503	776	3,007	202	95,281
X	768	2,375	60,016	11,504	1,404	683	2,402	136	79,288
.	246	1,809	45,763	6,087	110	585	25	77	54,702
.	24	187	8,734	1,203	10	590	11	29	10,768
TOTALS .	22,822	221,324	5,981,334	2,168,798	239,858	9,862	129,012	119,201	8,840,211 (a)
<i>University and Intermediate Education</i>									
Intermediate 1st year classes.	99	590	14,233	2,054	276	206	484	45	18,037
2nd year	114	573	15,302	2,548	405	202	512	45	19,701
Degree classes 1st year	58	313	8,158	1,455	109	85	170	17	10,865
2nd year	31	374	9,754	1,700	113	68	189	33	12,262
3rd year	2	21	551	66	...	1	9	...	650
Post-graduate 1st year classes.	3	42	1,202	366	1	14	29	2	1,659
2nd year	...	11	926	109	...	8	17	3	1,074
Research Students	..	...	58	4	...	..	..	...	62
TOTALS .	307	1,924	(b) 51,205	(c) 8,448	904	584	1,410	145	(d) & (e) 64,925
No. of scholars in recognised institutions.	23,129	223,243	5,982,337	2,175,246	240,762	10,446	130,422	119,346	8,905,136
No. of scholars in unrecognised institutions.	.	4,131	152,429	168,281	186,582	47	4,577	2,464	518,511
GRAND TOTALS .	23,129	227,379	6,134,966	2,343,527	427,344**	10,493	134,999	121,810	9,423,647

* See explanation No. 9 on page 52.

** Includes 1,412 Jains in Ajmer-Merwara.

† Lines differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

(a) Excludes 825 scholars in Assam not shown by race or creed.

(b) Includes 969 " " U. P. " " in details.

(c) " 146 " " U. P. " " " "

(d) Vide foot notes (b) and (c) above.

(e) Excludes 150 scholars of one Oriental College in the Punjab and 41 students of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 4,233 and 1,705 scholars reading in school stages in colleges in the United Provinces and in the Punjab respectively, and includes 3 students of St. Edmund's College which is classed as a tribal school in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.*	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION.	96,171	1,374,538	80,296,024	28,370,926	5,824,088	42,931	1,020,395	3,182,955	120,208,528
<i>School Education</i>									
Primary Classes									
I	7,246	63,350	708,994	330,161	86,364	1,468	9,544	8,695	1,215,822
II	2,435	20,388	175,841	65,714	44,462	884	2,474	1,615	313,613
III	2,430	15,706	105,877	28,116	13,890	973	1,769	903	169,184
IV	2,447	11,393	55,781	9,676	3,514	852	1,343	516	85,522
V	2,029	8,087	27,325	3,979	1,191	742	746	272	44,371
Middle VI	1,921	5,724	10,554	1,091	1,108	731	220	183	21,532
VII	1,486	4,384	5,885	527	1,288	587	151	110	14,427
VIII	1,148	2,535	2,745	368	102	439	79	72	7,488
High IX	501	1,041	1,291	128	70	379	38	47	3,495
X	568	706	911	61	40	269	23	23	2,604
	235	427	690	16	2	209	1	19	1,599
	1	82	278	6	..	147	1	10	526
TOTALS	22,447	133,824	1,095,672	439,846	152,031	7,650	16,409	12,474	1,680,383 ^(a)
<i>University and Inter- mediate Education.</i>									
Intermediate 1st year classes.	57	182	267	13	26	30	5	11	591
2nd year	43	142	237	11	28	54	3	13	531
Degree 1st year classes	35	83	112	6	4	6	..	8	251
2nd year	27	75	105	4	5	24	2	6	248
3rd year	..	3	4	..	..	..	..	..	7
Post-gra- duate 1st year classes	1	7	30	..	..	..	..	..	38
2nd year	1	3	18	1	..	2	..	..	25
Research students	..	..	..	..	..	..	..	..	..
TOTALS	164	495	773	35	63	116	10	38	1,694 ^(b)
No. of scholars in recognised insti- tutions	22,611	134,519	1,096,445	439,881	152,094	7,796	16,419	12,512	1,882,077
No. of scholars in unrecognised insti- tutions.	..	2,146	21,562	66,735	3,433	35	2,072	572	96,555
GRAND TOTALS	22,611	136,465	1,118,007	506,616	155,527†	7,831	18,491	13,084	1,978,632

* See explanation No. 9 on page 52.

† Includes 146 Jains in Ajmer-Merwara.

(a) Excludes 422 Scholars in Assam not shown by race or creed and 21 pupil teachers in the Administered Areas of C. I. Agency.

(b) Excludes 97 and 508 Scholars reading in School stages in colleges in the United Provinces and Bangalore, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus *	Muhammadians.	Buddhists	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
<i>School Education.</i>									
Art Schools . . .	15	120	1,596	242	21	27	13	9	2,043
Law Schools . . .	...	.	178	21	...	..	..	...	199
Medical Schools . .	29	128	3,853	887	44	2	121	3	5,067
Normal and Training Schools	2	2,372	14,514	4,547	1,270	1	408	113	23,227
Engineering and Surveying Schools.	52	60	1,762	155	125	10	54	1	2,219
Technical and Industrial Schools.	528	2,751	11,708	5,507	103	186	422	198	21,403
Commercial Schools .	78	697	5,102	547	346	343	55	21	7,189
Agricultural Schools	1	141	347	57	...	...	..	...	546
Reformatory Schools	2	83	1,130	598	67	2	2	7	1,891
Schools for Defectives	18	201	450	81	8	11	2	8	779
Schools for Adults . .	..	1,022	66,010	68,243	350	15	6,929	582	143,151
Other schools . . .	7	451	40,568	75,886	11,845	144	149	176	129,226
TOTALS . . .	732	8,026	147,218	156,771	14,179	741	8,155	1,118	336,940
<i>University and Intermediate Education.</i>									
Law . . .	7	93	6,209	1,081	52	45	79	2	7,568(a)
Medicine . . .	37	183	2,675	147	30	44	84	3	3,508
Education . . .	16	56	774	266	3		42	...	1,157
Engineering . . .	65	53	1,617	200	21	16	91	1	2,064
Agriculture . . .	4	24	600	141	36	8	97	17	930
Commerce . . .	3	40	1,291	75	1	53	7	7	1,477
Forestry . . .	2	8	91	21	10	1	2	...	138
Veterinary Science	1	16	221	110	4	.	26	...	373
TOTALS . . .	185	473	13,481	2,344	157	167	428	30	17,215
GRAND TOTALS . .	867	8,499	160,699	159,115	14,336	908	8,583	1,148	354,155

* See explanation No. 9 on page 52.

(a) Includes 41 students of Ravenshaw College in Bihar and Orissa reading Law only.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo- Indians	Indian Chris- tians.	Hindus*	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total
	1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION.									
Medical Schools	21	220	117	13	3	1	13	7	395
Normal and Training Schools	242	2,539	1,531	377	493	23	88	22	5,316
Technical and Industrial Schools	63	2,524	1,868	129	44	...	84	26	4,738
Commercial Schools	403	41	10	...	6	14	...	6	483
Agricultural Schools . . . . .	...	50	...	...	...	...	...	1	51
Schools for Adults	1	11	980	209	51	57	6	10	1,325
Other Schools	81	407	2,397	597	895	161	88	84	4,710
TOTALS	814	5,792	6,903	1,325	1,492	256	260	156	17,018
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Medicine	32	48	92	8	...	13	7	3	203
Education	80	39	18	1	...	...	...	3	141
Law . . . . .	...	1	5	..	...	...	...	...	6
Agriculture . . . . .	..	.	1	...	...	..	..	...	1
Commerce . . . . .	...	...	...	...	...	1	...	...	1
TOTALS	112	88	116	9	..	14	7	6	352
GRAND TOTALS	926	5,880	7,019	1,334	1,492	270	267	162	17,370

* See Explanation No. 9 on page 52.

VI-A.—Men Teachers.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Primary Schools.												
Government . . .	1	173	1,212	1,372	89	...	73	88	882	2,847	1,043	3,890
Local Board and Municipal.	9	1,449	44,571	37,982	592	108	1,172	4,602	39,230	84,603	45,112	129,715
Aided . . .	29	1,367	22,916	17,593	929	58	4,373	20,867	81,751	42,834	107,049	149,883
Unaided . . .	..	28	1,007	620	20	1	280	2,860	10,192	1,675	13,333	15,008
TOTALS . . .	39	3,017	69,706	57,567	1,630	167	5,898	28,417	132,055	131,959	166,537	298,496
Middle Schools.												
Government . . .	46	411	340	18	11	10	29	60	132	826	231	1,057
Local Board and Municipal	266	1,158	14,419	1,483	230	32	106	853	6,055	17,556	7,046	24,602
Aided . . .	197	1,200	3,845	1,498	423	198	423	3,966	5,206	7,163	9,793	16,956
Unaided . . .	37	112	782	36	7	27	125	883	1,776	974	2,811	3,785
TOTALS . . .	546	2,881	19,386	3,035	671	267	683	5,762	13,169	26,519	19,881	46,400
High Schools.												
Government . . .	2,036	1,255	804	57	147	178	392	331	745	4,299	1,646	5,945
Local Board and Municipal	935	1,183	304	51	342	101	135	218	638	2,815	1,092	3,907
Aided . . .	2,709	2,975	2,313	381	648	1,835	2,689	3,297	5,782	9,026	13,603	22,629
Unaided . . .	161	185	442	28	32	1,230	1,103	1,810	2,076	848	6,219	7,067
TOTALS . . .	5,841	5,598	3,863	517	1,169	3,344	4,319	5,656	9,241	16,988	22,560	39,548
GRAND TOTALS	6,426	11,496	92,955	61,119	3,470	3,778	10,900	39,835	154,465	175,466	208,978	384,444

VI-B.—Women Teachers.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
Primary Schools.												
Government . . .	...	50	222	201	6	1	4	17	358	569	380	949
Local Board and Municipal.	...	112	2,086	3,685	69	4	225	193	4,230	5,952	4,652	10,604
Aided . . .	17	368	3,068	2,165	372	17	405	1,048	6,898	5,990	8,968	14,958
Unaided . . .	1	5	56	62	...	1	12	121	705	124	839	963
TOTALS . . .	18	535	5,432	6,203	447	23	646	1,979	12,191	12,635	14,839	27,474
Middle Schools.												
Government . . .	15	58	191	83	3	2	8	9	216	350	235	585
Local Board and Municipal.	5	27	197	107	24	5	6	46	171	360	228	588
Aided . . .	64	520	1,136	759	196	40	84	300	1,108	2,675	1,532	4,207
Unaided . . .	2	2	36	2	4	...	4	2	77	46	83	129
TOTALS . . .	86	607	1,560	951	227	47	102	357	1,572	3,431	2,078	5,509
High Schools.												
Government . . .	68	200	154	14	11	19	34	17	71	447	141	588
Local Board and Municipal.	7	16	23	14	2	1	2	4	2	67	9	76
Aided . . .	276	1,060	506	151	47	69	157	139	648	2,040	1,013	3,053
Unaided . . .	1	8	2	..	1	2	8	...	38	12	48	60
TOTALS . . .	352	1,284	690	179	61	91	201	160	759	2,566	1,211	3,777
GRAND TOTALS	456	2,426	7,682	7,333	735	161	949	2,496	14,522	18,639	18,168	36,807

VII.—European Education.

Total European and Anglo-Indian population				Percentage to European and Anglo-Indian Population of those at school.			
	Male	158,027					
	Female	92,423					
	Total	250,450		Males	Females	Total.	
				17.70	28.29	21.61	

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll	TEACHERS.		EXPENDITURE FROM				
					Trained.	Untrained.	Govt. funds.	Local funds.*	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
<i>Institutions for Males.</i>							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	5	121	...	18	42	10	1,33,794	200	1,40,480	61,111	3,35,585
Training Colleges	1	14	...	...	2	...	36,963	...	...	...	26,963
High Schools	69	17,011	872	3,664	583	332	11,10,665	11,239	11,51,400	7,69,821	30,73,125
Middle Schools	44	4,875	1,501	850	180	125	2,83,647	2,100	1,78,380	1,72,340	5,86,467
Primary Schools	47	2,918	990	334	123	56	80,803	1,035	64,476	98,588	2,44,902
Training Schools . . . . .	..	..	...	...	..	..	2,251	..	..	..	2,251
Technical and Industrial Schools	1	140	...	32	2	2	..	..	..	6,000	6,000
Commercial Schools . . . . .	...	...	...	...	...	...	..	..	..	..	..
Other schools	1	19	9	..	4	2	11,164	..	886	..	12,050
TOTALS	168	25,098	3,372	4,896	936	527	15,99,287	14,574	15,65,632	11,07,860	42,87,343
<i>Institutions for Females.</i>											
Arts Colleges	1	318	...	111	15	8	9,468	...	13,875	4,215	27,558
Training Colleges	2	49	...	...	10	1	31,792	...	3,891	2,190	37,873
High Schools	100	17,541	3,039	3,405	902	433	10,53,385	20,189	10,76,899	4,87,924	26,38,397
Middle Schools	64	6,517	1,740	1,356	311	170	2,81,266	5,395	2,35,134	2,12,733	7,34,528
Primary Schools	63	3,867	1,472	732	127	114	1,06,377	1,605	1,02,117	1,43,069	3,53,068
Training Schools	9	180	...	22	41	3	68,046	...	13,948	21,544	1,03,538
Technical and Industrial Schools	1	85	...	22	2	4	700	...	...	1,820	2,520
Commercial Schools	4	148	...	9	9	..	13,124	..	12,011	1,242	26,377
Other schools	1	17	..	...	1	..	11,073	..	...	3,185	14,358
TOTALS	245	29,022	6,251	5,657	1,418	733	15,75,241	27,089	14,57,875	8,78,012	39,38,217
GRAND TOTALS FOR INSTITUTIONS.	413	54,120	..	10,555	2,354	1,260	31,74,528	41,663	30,23,497	19,85,872	82,25,560
Expenditure on buildings includes Rs. 2,53,854 spent by the Public Works Department.				Inspection			1,29,259	...	...	...	1,29,259
"Miscellaneous" includes the following main items:—				Buildings, etc.			6,12,027	...	1,65,488	8,15,277	16,12,792
Scholarships, hostel charges and other contingent charges.				Miscellaneous			10,69,425	1,380	25,61,695	14,10,783	50,68,233
				TOTALS			18,30,711	1,380	27,47,183	22,26,010	68,05,284
				GRAND TOTALS			50,05,239	43,013	57,70,680	42,11,882	1,50,30,844

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt.	...	...	...	...	...	...	...	...	...	...	...	...
Ph. D.	...	10	10	...	4	4	...	...	...	...	...	...
D. Sc.	1	4	5	1	1	2	...	...	...	...	...	...
M. A.	943	342	1,285	674	193	867	29	16	45	18	12	30
M. Sc.	356	40	396	270	22	292	1	...	1	1	...	1
B. A. (Honours)	1,450	217	1,667	886	123	950	62	1	63	53	...	53
B. Sc. (Honours)	346	38	384	160	13	182	2	...	2	2	...	2
B. A. (Pass)	7,547	4,778	12,325	3,588	1,908	5,491	132	130	262	97	62	159
B. Sc. (Pass)	2,002	295	2,297	1,129	116	1,245	7	1	8	2	...	2
<i>Law.</i>												
Master of Law	3	49	52	...	6	6	...	...	...	...	...	...
Bachelor of Law	4,355	264	4,619	2,539	144	2,683	1	1	2	1	1	2
<i>Medicine.</i>												
M. D.	11	5	16	5	4	9	...	...	...	...	...	...
M. B. B. S.	1,595	33	1,628	414	16	430	43	1	44	17	1	18
L. M. S.	23	14	37	8	11	19	3	2	5	1	2	3
M. C. P. & S. (Bombay)	9	...	9	3	...	3	...	...	...	...	...	...
M. S. F. M. (Calcutta).	22	...	22	9	...	9	...	...	...	...	...	...
M. S.	9	...	...	3	...	5	...	...	...	...	...	...
M. Obstetrics	...	4	13	3	2	5	...	...	...	...	...	...
B. Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
D. P. H.	11	...	4	1	...	1	...	...	...	...	...	...
B. Sc. (Sanitary)	28	8	19	7	6	13	...	...	...	...	...	...
D. T. M. (Calcutta).	14	17	31	13	5	22	...	1	1	...	1	1
<i>Engineering.†</i>												
Bachelor of C. E.	171	...	171	123	...	123	...	...	...	...	...	...
Bachelor of M. E.	74	...	74	60	...	60	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.‡	6	...	6	6	...	6	...	...	...	...	...	...
<i>Education.</i>												
B. Ed., B. T., & L. T.	572	250	822	461	173	634	52	31	83	48	23	71
<i>Commerce.</i>												
Master of Commerce.†	4	...	4	3	...	3	...	...	...	...	...	...
Bachelor of Commerce.	289	97	386	156	43	199	...	...	...	...	...	...
<i>Agriculture.</i>												
Master of Agriculture.	...	5	5	...	3	3	...	...	...	...	...	...
Bachelor of Agriculture.	157	...	157	91	...	91	...	...	...	...	...	...

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

‡ Figures pertain to Bombay only.

§ For United Provinces only.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts.	13,833	7,657	21,490	6,632	2,476	9,108	369	382	751	241	174	415
Intermediate in Science.	6,474	572	7,046	3,310	203	3,513	88	13	101	51	2	53
Licentiate of Civil Engineering.	61	1	62	48	..	48	..	...	...	..	...	...
Licence, Diploma or Certificate in Teaching.	1,396	111	1,507	1,063	72	1,135	251	5	256	211	5	216
Intermediate or Diploma in Commerce.	754	20	783	471	13	484	1	...	1	1	...	1
Licentiate of Agriculture.	250	...	250	169	...	169	1	...	1	1	...	1
Veterinary Examinations.	169	...	169	125	...	125	...	...	...	...	...	..
SCHOOL EXAMINATIONS.												
(a) On completion of High School course												
Matriculation	30,335	3,751	43,086	22,849	1,315	24,164	666	212	878	400	116	516
School Final, etc.	29,770	3,530	33,600	21,751	2,375	24,126	700	84	784	542	40	582
European High School.	341	4	345	201	1	202	255	7	262	171	2	173
Cambridge School certificate.	427	177	604	266	20	286	260	17	277	51	6	157
(b) On completion of Middle School course												
Cambridge Junior	616	5	621	400	..	400	409	3	412	251	2	253
European Middle	639	...	639	361	...	361	551	14	565	368	13	381
Anglo-Vernacular Middle.	69,565	345	69,910	51,112	118	51,230	3,088	66	3,154	2,259	31	2,290
Vernacular Middle	48,001	8,413	56,417	29,417	2,664	32,131	3,900	967	4,867	1,918	373	2,321
(c) On completion of Primary course												
Upper Primary	211,520	128	211,918	157,745	90	157,835	13,893	103	13,996	9,829	54	9,883
Lower Primary	463,639	587	463,226	345,696	523	346,219	52,417	31	52,478	38,938	30	38,968
(d) On completion of Vocational course.												
For teacher's certificates—												
Vernacular, Higher.	1,967	990	5,957	3,608	415	4,023	1,610	70	1,680	1,230	39	1,269
Vernacular, Lower.	10,001	2,147	12,148	7,016	864	7,880	812	33	845	521	19	540
At Art Schools	1,120	67	1,187	565	23	594	17	...	17	12	...	1
At Law Schools	41	..	41	41	...	41	..	...	...	..	...	..
At Medical Schools	1,503	219	1,722	750	132	882	130	8	138	85	3	88
At Engineering Schools.	752	372	1,124	542	164	706	...	...	...	...	...	..
At Technical and Industrial Schools	2,520	1,157	3,677	2,023	775	2,798	356	293	649	306	184	490
At Commercial Schools.	2,334	5,140	7,474	1,053	1,541	2,594	48	26	74	28	9	37
At Agricultural Schools.	265	...	265	246	...	246	...	..	...	...	..	...
At other Schools.	5,642	310	5,952	2,823	170	993	15	...	15	9	...	...

* i.e., appearing from a recognised institution.

† Include Survey School.

